DOCUMENT RESUME

ED 241 788 CE 038 636

AUTHOR McCaffery, James; And Others
TITLE The Role of the Volunteer in Development. A Training Manual. Core Curriculum Resource Materials.
INSTITUTION Peace Corps, Washington, DC. Office of Programming and Training Coordination.
PUB DATE Dec 81
NOTE 138p.; For related documents, see CE 038 634-638.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Education; Behavioral Objectives; Consultants; Core Curriculum; Curriculum Guides; *Data Collection; *Developing Nations; Development; *Helping Relationship; Interpersonal Competence; Learning Activities; *Problem Solving; Responsibility; *Volunteers; *Volunteer Training
IDENTIFIERS *Development Education

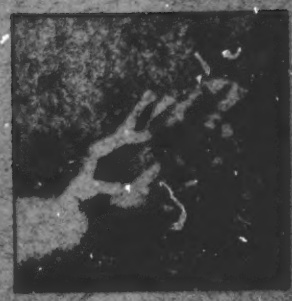
ABSTRACT

This manual is a step-by-step, comprehensive guide for the training of development workers produced by the Peace Corps. It begins with introductory ideas and assumptions about development. Notes to the trainers on use of the manual are provided. Materials are then presented for six training sessions: introduction to development, the dynamics of development, information as a development tool (two sessions), working with others--the role of the development worker as helper and consultant, and problem solving--individual approaches. Each session is organized as follows: time, objectives, overview (summary statement of purpose and rationale and brief description of what will happen in the session), procedures (the training activities suggested to accomplish the goals and the approximate time to complete each activity), materials list, trainer notes (suggestions on how the procedures can be modified, tips on possible outcomes or problems, and suggestions for additional activities), and attachments and handouts (trainer reference or background material, resource articles, case studies, discussion questions, exercises, reading assignments, and inventories). The final four integrating sessions are intended for use as a 2-day development workshop. They cover community and job entry, project planning and goal setting, project management, and responsibility of development work. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241788

CORE CURRICULUM RESOURCE MATERIALS



THE ROLE OF THE VOLUNTEER IN DEVELOPMENT

A TRAINING MANUAL

CE038636

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
  Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The Role Of The Volunteer

In Development

Core Curriculum
Resource Materials

December 1981
April 1982

Office of Programming and
Training Coordination
Peace Corps

ACKNOWLEDGEMENTS

All of the Training sessions in this manual were developed as new material by James McCaffery, Dan Edwards and Vernon "Bo" Razak. Specific concepts derived from the Applied Behavioral Science literature and adapted to the Peace Corps setting include Kolb's Organizational Psychology, An Experiential Approach, 1971, and University Associates, The 1980 Annual Handbook for Group Facilitators. A debt is owed to Ed Salt and Bill LeClere for their review, comments and early drafts of some of the material and to the Regional Training officers (Fred Rosensweig, Bob Taylor, and George Evans) for their review and comments.

Daniel B. Edwards
James A. McCaffery

December, 1981

PREFACE

Due to the high demand for the materials in this manual, we have printed and distributed this manual before we have had the opportunity for full field testing of each training design in the manual. It is our sense that these materials will provide excellent resources for your training nevertheless. The Core Curriculum project requires a continual process of matching quality training resources to local needs. These materials will need review, updating and redesign periodically. If you find more effective ways to meet the training goals, or if you find that a modification of the training design works better, please send it in to the Training Unit of OPTC so that it can be included in the next edition of the manual. The process of providing good, useful training materials must be one of continual exchange of ideas and mutual support by all Peace Corps staff and trainers. This manual is the first draft. Its improvement will depend upon your feedback as the people who use it. As well, during this first year of work with this and all of the Core Curriculum manuals, we will be holding training manager workshops for APCDs to provide support in use of these materials and we will be managing a contract designed for "users" of the manuals (PSC trainers, PCV trainers, and contract trainers). The contract includes workshops and technical assistance followup to workshop attendees in FY 81. Additionally we are conducting two pilot tests of complete nine week training programs designed to test the core curriculum materials in an integrated, full training program. As the results of all of these efforts come in, we will be able to update and improve these training manuals and provide guides for integrated training programs.

CONTENTS

		PAGE
I.	Introduction	1
	• Assumptions of the Manual	1
	• Organization of the Manual	3
	• Important Notes to Trainers on the Use of the Manual	5
II.	Training Sessions	9
	• Introduction to Development	9
	• The Dynamics of Development	47
	• Information as a Development Tool: Part I	53
	• Working With Others: The Role of the Development Worker as Helper and Consultant	67
	• Information as a Development Tool: Part II	83
	• Problem Solving - Individual Approaches	91
III.	Development-Work Conference/Mini Workshop	111
	• Community and Job Entry	111
	• Project Planning, Goal Setting	125
	• Project Management	129
	• RVDW-Responsibility of Development Work: Who Does What?	135

INTRODUCTION

This manual represents the first step by step, comprehensive guide for the training of development workers produced by the Peace Corps. It is designed to address the goals outlined by Peace Corps' core curriculum under the area titled "The Role of the Volunteer in Development." The sessions provide a complete series of sequenced training sessions which take the training participant through a series of logical learning steps. The manual begins with introductory ideas and assumptions about development, moves into a series of skills for working with people and conducting development projects, and concludes with an integrating process which takes the form of a two day workshop. This workshop serves as a transition into the assignment with project planning and community and job entry. The manual is designed to link with staging models and integrates themes consistent with the other core curriculum manuals (particularly the Cross Cultural manual).

A. Assumptions of the Manual

There are several themes which run through the design and methodology of the manual and they are based on a series of assumptions which we make about the PCV as a development worker:

1. Self Sufficiency: Peace Corps volunteers are essentially working to help others gain increasing self sufficiency in the conduct of development related work and their lives. This is the goal and philosophy of development within which Peace Corps projects and volunteer roles are defined.

2. Skill Transfer and Role Model: Given the self sufficiency assumption, PCVs are assigned to a role in which the skills they possess are transfered to others, enabling local people to continue to solve problems. Within the constraints of project definition, volunteers are therefore expected to act as role models for effective helping, working with others as opposed to doing for others.

3. Training as the Example: We learn to train others the way we are trained. If training is structured to "spoon feed" answers, trainees will tend to adopt this as a development approach. The sessions in this manual are therefore designed to promote critical thinking, active problem solving, thorough analysis of information, and personal responsibility. This approach may be different from traditional educational models and will require flexibility, commitment, and patience on the part of trainers and trainees.

4. Problem Solving and Project Management: The process of development requires skill in solving problems and managing work. Most volunteer assignments require that volunteers manage themselves, often with minimal supervision. They are required to set goals, define tasks, and plan their day by day activities. If volunteers are able to solve problems and manage themselves, they will possess a skill directly related to development work.

5. Using Information is One Key: All development work involves the use of information. How information is gathered, sorted, filtered, verified,

and put to use is critical to the process of understanding and defining development problems.

6. Role Definition: The understanding of the above assumptions and the ability to act on them provides a sense of mission, direction and role for the volunteer. This is especially true when "development work skills" are linked with technical skills (or a work identity: health worker, extension worker, teacher). The sessions in this manual are therefore intended to be integrated with "technical training," as well as the other areas of training. The theme of "role" is stressed in all the sessions of this manual. The application question ("how does this skill-session, technique relate to your work as a volunteer") is repeated in each session and should be followed up by practice within the context of technical work training. The sessions are designed so that the trainee should develop a continual deepening of his/her understanding of the work expected.

B. Organization of the Manual: The following is a chart of the sessions, skills addressed, and time needed to deliver the manual.

	SESSION #		SKILL/KNOWLEDGE	TIME
1.	Introduction to Development	*	Defines Development and Peace Corps Role	3 hours Week I or II
		*	Volunteer Role	
		*	Examines Assumptions	
		*	Establishes Self-Sufficiency Goal	
2.	Dynamics of Development	*	Causes of Development problems	1 hour, 45 minutes Week I or II
		*	The link between problems	
		*	Volunteer Roles	
3.	Information as a Development Tool, Part I	*	How to frame questions	2 hours, 30 minutes Week III or IV
		*	Develop a strategy for Information Gathering	
		*	Volunteer Role in Assignment Area	
4.	Working with Others: The Role of the Development Worker as Helper and Consultant	*	Styles of Working with Others	2 hours, 30 minutes Week III
		*	How to promote Self-Sufficing	
5.	Information as a Development tool, Part II	*	Filtering Information	1 hour, 50 minutes Week VI
		*	Checking Sources	
		*	Verifying Data	
6.	Problem solving. Individual Approaches	*	Approaches to Problem Definition	2 hours, 45 minutes Week VII or VIII
		*	Problem Solving	
		*	Personal Styles	
			TOTAL TIME - - - - - - - - - -	14 Hours, 15 minutes

DEVELOPMENT WORK CONFERENCE		(Two and One Half Days near the end of training)	
7.	Community and Job Entry	* Strategies for scouting Entry into job	5 hours, 30 minutes
		* Initial work planning	
		* Volunteer Role	
8.	Project Planning, Goal Setting	* Integrating development Knowledge	3 hours, 10 minutes
		* Setting Goals, Objectives	
		* Personal planning	
9.	Project Management	* Making a "to do" list	1 hour, 50 minutes
		* Developing a timeline and Resource Plan	
		* Contingency Planning	
10.	RVDW: Rsponsibility of Development Work	* Role Integration	3 hours
		* Decision Making	
		* Identifying Pressures and "Traps" in Development work	
		TOTAL TIME - - - - - - - -	13 Hours, 30 minutes

The sessions in the above list are designed to flow and link together in the sequence presented. You will notice that there are six sessions which are intended to be given during the first seven or eight weeks of training. This is followed up by a two and one helf day workshop near the end of training which is designed to pull the development items of training in project planning, goal setting, project management and role integration.

C. Important Notes to Trainers on the Use of the Manual

The following Notes are things to keep in mind in the preparation and delivery of these Training Sessions.

Session Duplication

The first session of the manual "Introduction to Development," is also in the "Third World Women" manual, but in a different form. The design in this manual is more comprehensive and generally better. We suggest you use this version, it includes more focus on the relation of assumptions to the way that volunteers work than the session in the other manual.

The Use of Instruments in Sessions

Session Number 4 ("Working with Others") and Session Number 6 ("Problem Solving") contain scored instrumentation devices. In order to become familiar with the ways these work, we suggest the trainer take these instruments first and score them so that any questions about them can be anticipated. You will also need to make copies of them in advance.

Materials Needed

The second session, "The Dynamics of Development," uses the film Marigoli. You can order this film from Information Collection and Exchange (ICE) in the Office of Programming and Training Coordination for loan purposes, or ask your desk officer to purchase a copy for you. There are about 15 copies of the film in Peace Corps Washington. We feel that the film is an important case study on development which represents local community voices and view-points. If you simply cannot obtain a copy in time, you may be able to use another film or a case study of a community which you will need to develop. A community analysis conducted at the beginning of the training would not be recommended as an alternative because trainees would need an extended period of time and need to know how to gather data in the local language in order to come close to duplicating the information presented in the film in 40 minutes.

You will notice as you read through each training session design that most sessions will require that "handouts" be duplicated in advance of the sessions.

You will need either flip-charts with newsprint or some kind of substitute material to write up goals and to record trainee and small group reports for all of these sessions. Often it is possible to get rolls of newsprint from local newspapers and to make flip-charts out of local materials.

On Integration with Other Components of Training

The sessions in this manual are not designed to be given as isolated, detached, intellectual exercises. There are several ways that training integration will make the materials much more lively and of direct, immediate use for trainees. One way to conceive of these materials is to think of

them as the framework, skills, and tools for Working with People and Managing Development Work. The application of these skills in the Volunteer setting is most often not in a "pure" community development setting, but rather within the context of some kind of technical role (agricultural extension worker, helath worker, school teacher, fisheries, etc.). Furthermore the cross-cultural aspects of the volunteer role provide the setting in which technical, development work, and communication skill are played out. If training is "integrated" all of these components reinforce each other.

Put in practical terms, we suggest the following elements as ways to "apply" the sessions in an integrated way.

1) If the training takes place in a Village Setting with a family live-in, in-country, the trainees will be able to see the interlinking of development problems first hand (as well as try out cross-cultural skills in a realistic setting). If this is structured around specific tasks, and de-briefed properly, a wealth of learning opportunities are present.

2) The Technical Training can serve as an immediate application of project management, helping skills, problem solving, dealing with information, and self-sufficiency if the technical trainers are aware of the "development-work" skills being given. We suggest they participate in the RVDW sessions, either as trainers or as assistant trainers. For example, session number three ("Information as a Development Tool, Part One") deals with how to frame questions to get the answers you want; sessions 4 ("Working with others, the Role of the Development Worker as Helper and Consultant")deals with styles of working with people; Session 5 deals with validating and filtering information. It would be entirely natural and consistent with these themes for a technical trainer to use a technical presentation to refer to (at some point) the kinds of questions trainees are asking (open or closed ended). Or, after a group of trainees were working together on a field project, to ask questions at the end of a session like "let's consider for a few minutes how you were all working together on that project; what kind of helping style were you using; how did it feel to be acting as the person in the group who had the most technical information (or the least)? What does working together have to do with development work?" Another example, on the theme of filtering and validating information; when technical information is given or gathered, the trainer can ask trainees such questions as "How does this source of information affect your preceptions about x, y, or z in this country; did you check out the source; how do you know that is going to be true when you work with farmers in your village?" These, and many more examples too numerous to mention, are some of the ways that technical training can support integration, and serve as a testing ground for the application of the development-work skills, and knowledge.

3) We suggest that a trainee managed technical project, or learning project, or information gathering problem solving project which takes place over time in training can serve as a direct application of many of the skills presented in this manual and also further trainee self-sufficiency. If the project is done in the local language and cultural setting, then more layers of integration are added.

4) The Cross-Cultural training manual has a session on dealing with information which broadly introduces the theme of information gathering in the Cross-Cultural context. Reference is made in that session to the RVDW session in this manual and should be build upon. Additionally, a number of basic communication skills are provided in the Cross-Cultural manual (listening, paraphrasing, summarizing) which can be reinforced and built upon in the sessions in this manual and in language training.

On Staff Preparation

While all of the sessions in this manual follow a step by step procedure (complete with talking points and suggested questions at each point), in order to make these sessions work the trainer will need considerable preparation time. We suggest the trainer work through the designs, write up talking points on a flip-chart ahead of time, prepare lecture notes in the trainer's own words and have a complete sense of exactly what a session is trying to accomplish. It would help a lot to do some simulation or try out the exercises ahead of time during staff training time in order to anticipate questions and get a sense of how a session works.

SESSION #1 Time: 3 Hours

INTRODUCTION TO "DEVELOPMENT"

Goals

1. To review concepts and definitions of development as it relates to the role of the Peace Corps volunteer.

2. To allow participants to examine their views about development and analyze how they fit.

3. To raise questions about overall development strategies.

4. To introduce Four Development Themes which are integrated throughout training.

Overview

This session provides an introduction to development work. It will raise questions in the participant's mind about what it is they are entering into as development workers. The session will set the framework for subsequent development work training.

This session develops as follows: Participants consider . . . .

- assumptions about development
- actions/behaviors implied by their "stances" about development
- four critical questions which will be themes of RVDW throughout the training program
- the impact of their stances and associated actions and behaviors by addressing possible situations which they may encounter in their assignments.

Given this as a framework, you as trainer will need to make appropriate transitional remarks as you move through the session. The session is meant to stimulate people to make explicit their own assumptions, challenge them, to make a linkage between assumptions and actions, and to get a bit of practice at the assumption - action linkage. Assumptions form the basis of how we behave - sometimes we don't examine our assumptions sufficiently, sometimes they prove to be invalid when the context of our lives changes (e.g., moving from the U.S. to another country), and sometimes there are incongruencies between thought and action. The session is aimed at dealing with all of these issues.

Procedures

Time		Activities
Climate Setting, Introduction, and Goal Sharing 5 minutes	1.	Introduce the session by stating some of the material in the overview above and by reviewing the major goals of the session. The goals should be written up on a flipchart or chalkboard. Remind participants that the overall goal of Peace Corps development work--self-sufficiency--(as described in their CAST or staging experience) is the foundation for this discussion of development approaches. It is assumed that the readings for this session have been distributed prior to the session and that the participants have read the materials. (NOTE: If the reading has not been done, the session will work anyway, but it is better if they do it.) Ask the group what questions were raised by the reading. Without answering or discussing the questions (but clarifying as necessary), list a few of the questions on the flipchart and state that we will return to these and other questions during the course of the session. If they are not answered then, we will return to them in the summary at the end of the session.
Role plays 30 minutes	2.	There are three role plays attached. Move into role plays by saying something like, "Now, we'd like to use some role plays to help us focus on some of the issues involved in how we and others think about development." Do two or three depending on interest and time. Trainers ought to play the role of the non-volunteer in each role play, as they will know which issues to push. Keep the role plays short and snappy (no more than five minutes), and move the discussion around at the end of each. You might want to let more than one person play the same role. For example, if a trainee says, "If I were _____, I would have . . .," interrupt and invite him to try his/her strategy in the role play. The purpose of this is to bring out different stances on the same issue, and to indicate what kinds of personal actions might be necessary in order to live by one's ideals. Sample process questions for each role play: - What were the values of non-PCV role players? What dilemmas about development did it stimulate for you? - What assumptions are evident in each role play? At end of role plays, summarize responses and process by stating that the values and assumptions we bring to the

job are keys to how we behave. In the next part we'll look at some specific assumptions and how they affect our work.

Fill Out Assumptions Scale Handout
15 minutes.

3. Distribute the "Assumptions Scale" handout and ask participants to fill it out. Tell them that the statements on the handout sheets have been selected on the basis of reading assignment and will be used later for discussion purposes, and that some of the assumptions demonstrated in the role play will be evident as well. They are to fill out the sheets by placing a mark on the number of the scale that best represents whether they strongly agree, strongly disagree, or fit somewhere in between with the statement presented.

While the group is filling out the handouts, the trainer should prepare several large sheets of newsprint with a mock-up (or copy) of the statements and scales so that individuals may later place their scores on it. For example:

Question #1

Strongly Disagree				Strongly Agree
1	2	3	4	5

Question #2

Strongly Disagree				Strongly Agree
1	2	3	4	5

Etcetera

Tape the prepared large sheets on the wall in front of the room.

Group marks on newsprints
5-10 minutes.

4. Ask each participant to go to the large sheets on the wall and mark their scores on the newsprints provided.

Group discussion
30 minutes.

5. Ask participants to silently look at the different scores on the wall and notice similarities and differences. At the same time, the Trainer reviews the sheets on the wall and selects the questions where there seems to be most disagreement in order to initiate the discussion. A full group discussion is held by asking such questions as "Let's hear from some of you who strongly agree with statement #4. What were some of your reasons for agreeing?" Then, take the opposite view and have it presented. Encourage discussion between group members. Try to get them to talk and explain their views. Discuss the questions until the topics have been covered.

During this discussion it is very helpful to have host country representatives or staff involved in the discussion so that contrasts between participant's views and host country people and/or staff can be explored.

Ask participants to review their own Assumption Scale ratings one more time, making any changes they want based on this discussion.

Developing behaviors or actions that are congruent with stance 30 minutes.

6. Introduce this activity by explaining: "Now, we are going to consider what those assumptions may mean in terms of what you do in your life and work as a PCV." Example: If I had marked "strongly agree" with number 6, I would then need to find ways I could work more with children -- perhaps at the local school, or through local "clubs," or by doing activities in such a way that would attract children. I would probably also have to learn the language since children who have not been to school speak no English. And so on.

Ask each person to choose the one assumption statement they are most interested in or feel most strongly about; once they have chosen, ask them to put down some behaviors or actions. Be as specific as possible. Trainer should remind them of various areas to consider -- "What does your stance have to do with where you live? . . . how you deal with a counterpart? . . . with your APCD? . . . language learning?, etc." The assumptions don't touch on all of these, but it will stimulate people to think of specific siutations. Once participants have completed this, ask one or two people to share their behaviors/actions. Compare/contrast. Add to it if you see things missing.

Once trainer has taken a couple of examples, ask people to continue individually with other statements. Participants need not come up with actions and behaviors for each assumption -- just the ones they're more interested in, or feel most strongly about.

Discussion of actions 10 minutes.

7. Ask participants to share the actions/behavior they developed for one question. Compare and contrast. Move it around to different people for different assumptions.

Reflection 10 minutes.

8. Instruct the group as follows: "You have read articles about how the role of Peace Corps in development is perceived by one host country person, and you have heard from a third world leader who argues that human development is much more important in the long run than material development. You have also discussed your reactions to statements which were abstracted from these writers and we have discussed your different points of view. Now, I would like you to reflect on what all of this means to you. After you have thought about it for

a couple of minutes, complete the following sentences using as many answers as come to mind.

I see development as _____

I see my role in development as _____

Development is the responsibility of _____

An effective development effort would accomplish the following _____(list)_____

Small Group discussion 15 minutes.

9. Ask the group to form into groups of four and read and discuss each other's statements.

Large group discussion 20 minutes.

10. Ask the group to come back together and discuss the conversations they just completed. Solicit individual statements about development as examples from the group so that participants may get a sense of what others are thinking. The trainer should help participants consider how answers would be applied to development work to challenge vague responses by asking them to be more specific.

Ask the group to review questions generated earlier. Respond to this list plus any other questions generated during the session. If any particular questions cannot be dealt with, explain how they will be addressed in subsequent sessions. Note that these four questions on the flipchart are critical questions which will appear and reappear throughout the training program and volunteer service (these are the four themes mentioned in Goal #4).

Re-examining the Role Plays 15 minutes.

11. Return group's attention to the three role plays conducted at the beginning of the session. Quickly read the statement/position of the HCN, APCD, etc., and ask participants to respond with statements they would now make in response to a particular position as spelled out on the non-PCV role statement. State that the purpose of this exercise is to help them get used to thinking about these issues and how they might respond.

This activity should move quickly giving 3-4 participants the opportunity to respond to each situation.

Generalizing and applying 10 minutes.

12. Ask people what they have learned from this session. Discuss. Then ask what kinds of actions individuals will be taking during training to address some of the issues raised.

Closure
5 minutes.

13. Finally, go back and review the goals of the session and ask participants if the session matched those goals. Link this session to the sessions that will follow stating how different aspects of development work will be addressed during the course of the training program.

Materials

- Flipchart with goals, activity #1.
- Role play sheets, activity #2.
- Assumptions Scale handouts, activity #3.
- Newsprint sheets with ASsumptions Scale, activity #4.
- Flipchart with sentences for completion, activity #6.
- Reading handouts: "In Our Nepal," by Dor Bahadur Bista; "Time for Change," by Tarzie Vittachi; "Definition of Development," a statement by K.K.S. Dadzie.

Trainer Notes

1. This session is not intended to provide all of the answers about development work (or any or few). It should raise a lot of questions in the participants' minds about values, approaches, and where they fit into development work. It should serve as a frame of reference for the issues which are addressed throughout training and throughout volunteer service.

2. In step 5, a variation might be to form small groups with participants on both sides of a given statement and ask them to organize a five-minute presentation of their point of view (like a debate) using whatever means they want (like a skit, a talk, etc.). If this is done, you will need to adjust the time accordingly.

3. The Handout, "Time for Change," by Tarzie Vittachi was originally given as a speech on the occasion of the beginning of the 20th Peace Corps Anniversary Celebration at Michigan State University. The language is a bit "wordy," but it is included because it is a Third World leader speaking about his view of development. If the reader will bear with all of the rhetoric, there are a good deal of important concepts for Peace Corps work.

4. There may be resistance to procedure #6 -- asking people to come up with specific actions or behaviors to support stances they have taken. Acknowledge that it is a difficult activity, that they have not been in-country very long, and so on -- but do not let them off the hook. Give another example. Encourage them to do the best they can <u>at this point</u> in the program, and that we will come back to it later. It is important that this be pushed so that people will begin to see the link (and the occasional inconsistency) between broad assumptions and individual actions.

5. The role plays are not meant to be hostile; rather, the counterpart, APCD and headmistress are intended to be genuinely interested and diplomatically challenging to the volunteer. However diplomatic, the challenging must occur, so that individual beliefs and actions can be highlighted and linked to basic development themes. The staff members who are playing the non-PCV roles should be given their roles in advance and coached so they can be well prepared for the role play.

6. It is important to note that some participants may feel frustrated or paralyzed because there appears to be no right answers to some (many!) of the development issues raised in this session. Although there may be some "right" approaches for PCVs working in development (i.e., to work through others, to help people become self-reliant, to empower others, to create independency, to assist in improving secondary education), it is the process of moving from that level of abstraction to the specific ways an individual thinks and acts when confronted with development alternatives which causes difficulty and frustration. A problem which much PC training is that it does not assist PCVs to deal with this process--which is exceedingly complete even for people with much development experience. This sessions intends to begin that process.

7. This session should be the first part of an all-day session on Development which occurs the first or second day of the second week of the training program. The session which links into this and which should be on the same day is entitled, "The Dynamics of Development," and includes the Marigoli film.

8. As part of this session, the trainer should make sure that volunteers understand that one goal of the Peace Corps development effort is to assist countries to achieve self-sufficiency, and that our efforts should be directed to that goal. If this did not come through clearly from their pre-departure training, you may have to spend time at the beginning of this session dealing with it. Subsequent sessions help participants explore specific steps towards this goal, and it is a theme of the RVDW series.

HANDOUT

ASSUMPTIONS SCALES ABOUT DEVELOPMENT

1. The Peace Corps development worker's views should be responsive to the "local people's" expressed needs instead of the central government's, no matter what the difference may be.

Strongly Disagree — Strongly Agree

1 2 3 4 5

2. The most effective volunteer is the one who understands his host country's weaknesses and helps the [people] to understand [them] by reasoning rather than any ... imposition from above."

Strongly Disagree — Strongly Agree

1 2 3 4 5

3. The most effective strategy for long term development is to create and strengthen institutional structures which bridge gaps between local people (or those on the bottom) and resources for development.

Strongly Disagree — Strongly Agree

1 2 3 4 5

4. It is more important as development workers to provide the technical service for which we have been invited (teaching science, organizing co-ops) than to spend a lot of time sharing the frustrations and life styles of the people.

Strongly Disagree — Strongly Agree

1 2 3 4 5

5. It is more important to help develop local leadership, working with one or two people who will carry on, than to get a lot of project work done which depends on volunteer know-how and drive.

Strongly Disagree Strongly Agree

1 2 3 4 5

6. It is more important to work with children than adults because they are the future of the country.

Strongly Disagree Strongly Agree

1 2 3 4 5

7. If I show people "American" ways of doing things, I am being a cultural imperialist.

Strongly Disagree Strongly Agree

1 2 3 4 5

8. Persons with strong technical credentials from universities and plenty of experience are the most useful people for helping third world countries.

Strongly Disagree Strongly Agree

1 2 3 4 5

9. A good development goal is one that shows how much production, income or other quantifiable output will occur.

Strongly Disagree Strongly Agree

1 2 3 4 5

HANDOUT

ASSUMPTIONS SCALES ABOUT DEVELOPMENT

1. The Peace Corps development worker's views should be responsive to the "local people's" expressed needs instead of the central government's, no matter what the difference may be.

Strongly Disagree — Strongly Agree

1 2 3 4 5

2. The most effective volunteer is the one who understands his host country's weaknesses and helps the [people] to understand [them] by reasoning rather than any ... imposition from above."

Strongly Disagree — Strongly Agree

1 2 3 4 5

3. The most effective strategy for long term development is to create and strengthen institutional structures which bridge gaps between local people (or those on the bottom) and resources for development.

Strongly Disagree — Strongly Agree

1 2 3 4 5

4. It is more important as development workers to provide the technical service for which we have been invited (teaching science, organizing co-ops) than to spend a lot of time sharing the frustrations and life styles of the people.

Strongly Disagree — Strongly Agree

1 2 3 4 5

5. It is more important to help develop local leadership, working with one or two people who will carry on, than to get a lot of project work done which depends on volunteer know-how and drive.

Strongly Disagree Strongly Agree

1 2 3 4 5

6. It is more important to work with children than adults because they are the future of the country.

Strongly Disagree Strongly Agree

1 2 3 4 5

7. If I show people "American" ways of doing things, I am being a cultural imperialist.

Strongly Disagree Strongly Agree

1 2 3 4 5

8. Persons with strong technical credentials from universities and plenty of experience are the most useful people for helping third world countries.

Strongly Disagree Strongly Agree

1 2 3 4 5

9. A good development goal is one that shows how much production, income or other quantifiable output will occur.

Strongly Disagree Strongly Agree

1 2 3 4 5

HANDOUT

Definition of Development: a statement

"Development is the unfolding of people's individual and social imagination in defining goals and inventing ways to approach them. Development is the continuing process of the liberation of peoples and societies. There is development when they are able to assert their autonomy and, in self-reliance, to carry out activities of interest to them. To develop is to be or to become. Not only to have."

K.K.S. Dadzie
Director General for
Development and International
Economic Cooperation for
the United Nations

HANDOUT

TIME FOR CHANGE
Speech given by Tarzie Vittachi,
UNICEF-External Affairs Dep. Executive Dir.

There are times in the life of a human being when what one has been is no longer an adequate indication of what one could become. The past - so familiar, for some even comfortable - is then no longer a reliable pad from which the future may be launched, but an intricate though superficial structure of habit, conditioned thought and reflex, which make the past the prison of the future. It is so with individual living beings, with the human collectives we call nations, and with the world of nations.

But, because the present is largely the product, the repository of the past, and we must think and act today, in the here and now, we look over our shoulders towards the past, to where we have been, to find the methods, the instruments, the ideas and values which must guide us into the future.

And, indeed, we may find those signposts to the future in our past if we looked far and deep enough. All the wisdom we need we shall discover in what was eternal in the work of the perennial philosophers, in the Sutras of the Buddha, the Gospels of the Christ, the poetry and the myths which people have woven in the loom of life. But, alas, we do no more than pay them the courtesy of a cursory glance, of lip service to what they were for the world of their own times, discarding the inner, the essence of their teaching which was true for all times and for all peoples. And we are left with the husks, the outer forms which may have had meaning and value in their time, but not in ours. We have allowed ourselves to indulge in a hectic and beguiling secularism which the industrial and political machinery of the past few hundred years has introduced into our minds and into our lifeways; allowed ourselves to become victims of our own creations so that computer programmers have replaced poets; GNP per capita has replaced love and health as the measure of human development, so that to have more is to be more; economics has ceased to be the study of how human beings behave in the market place; and the Doctors of Economics have become the new witch doctors, producing complex preachments which regard the human being not as a sentient creature in the world's markets but as a commodity in those markets. And the new nostrum for the aim of nations is Life, Liberty and the Pursuit of Productivity.

It is important for me to interpolate here a word of personal explanation so that I am not misunderstood. I am not a man of religion or even a man with a religion, but I am religious. I am not a Luddite with a brick to heave at machines because they replace human labour. On the contrary, I believe that often more opportunities for work are opened up by machines. But I am frightened at the insensitivity of governments and planners who import labour saving machinery in countries where opportunities for work as a means of earning a living and raising a family is becoming desperately short. And I am frightened, as Marx and Gandhi were, by the extent to which the machine system with its serried cohorts of faceless financiers, market analysts, advertisers and image-makers are alienating human beings from their world, eroding their autonomy, and depriving us of the ability to say, "No", to use the faculty and the right of choice about the way we and our children will live our lives.

I have been billed heretoday as a man from the Third World. But I ask you to accept me as a man <u>from</u> the world - your world and mine - because there is no such reality as the Third World. It is a term invented by a Frenchman, Alfred Sauvy, a demographer writing in Le Monde of a Tier Monde and it was adopted by people as a distance-making device to separate you from me. I believe that the Third World is not a place or a skin colour but a state of mind, an attitude of consistent concern and care about human beings who are condemned to live in conditions of material degradation that you would consider beneath the due of the hogs you raise and the cats and dogs and other pets on which your country spends $17 billion of the earth's resources each year.

Yet, let me say, that my special concern is not poverty - everyone of us here can afford to be poorer than we are - but with misery. The people of the Southern hemisphere, particularly the people of the sub-continent, are accustomed to poverty. Our culture is a culture of poverty. But the poverty we choose as a way of life is very different from the misery into which 2 billion people have been cast, unnecessarily cast, because those in the North as well as the South, with economic, political and intellectual power have failed to recognize that we have reached a critical stage in the history of our race. The age we are passing into calls for a fundamental change in social and political institutions, in economic measurements and objectives, in the perception of the magnitude and nature of human needs, in the values which have determined the content and direction of social order since the advent of the machine. But people with the capacity to bring about those changes are imprisoned by the mind-sets, the institutional pressures, the seductiveness of expediency, and the new gods of the market

place they are required to salute if they are to attain and retain their power. We are all being taught the lesson that power corrupts not so much because it is intrinsically bad but because those who have it are afraid to let it go and will use it to defend even dead institutions, harmful methods and false values of a moribund epoch even when they themselves see that the future is not what it used to be.

Occasionally a man like John Fitzgerald Kennedy comes along and uses power to stir our common sense of humanity, to make change seem possible, to bring about a necessary revolution in the set perceptions of the world, in national and global relationships,to scout new ideas and to innovate.

He was a man on whom the crown of charisma rested gracefully an even dashingly because he evidently understood, intuitively, that charismatic power is not a gift of the gods but a loan, given to a few who were willing to look steadfastly along the continuum of change and persuade millions to shift their attention away from a concern with their own aggrandisement and towards making the lives of the less fortunate more liveable. Politician that he was, his intentions and actions seemed to converge so that people everywhere, of varying ideological persuasions, found him credible and mourned for him when he died.

There was in our time another man, in another place, a man of charisma who also spent his life in a courageous devotion to changing the world around him so that other people would live better lives. He brought about the most massive and far-reaching change in this century by destroying the mightiest empire in history without resort to a single gun. He sat at his spinning wheel in India and wrecked Lancashire and its textile mills 7,000 miles away. He was the inventor of the first inter-continental ballistic missile.

As a young journalist I had the great good fortune to meet Mahatma Gandhi in 1946. As a well-brought-up colonial, in honour of the occasion I was dressed to the nines, jacket, necktie and all the fixture. As I was being introduced to him he looked at me and remarked, "Oh, ho! One of our smart southern neighbors!" He took a very dim view of the Brown Sahibs who he knew were going to inherit the British Empire. I was mortified at the public chastisement I had been given in front of 40 people who were enjoying my discomfiture. He saw my suffering and took compassion on me, patting the space on the settee, inviting me to sit beside him, in a gesture of recompense. I was thinking desperately how I was going to recover my face and, like the intelligent boy in the classroom, I dreamt up an ingratiating question to ask: "Gandhiji," I said, "All of us in Asia are soon going to be free because of your work. If you had one piece of advice for all of us about how we should use our freedom, what would it be? He turned his

face downward, purpling with a kind of sadness for a moment or two, and raised his eyes again, smiling that marvelous toothless grin of his, the Delhi winter sun glinting off his wire-frame glasses. Then he composed his face and said, "Reduce your wants, and supply your needs." And he added, "Our needs make us vulnerable enough. Why increase our vulnerability?" I look back over 35 years of free Asia since then and realise ironically that in all of Asia, only China has followed Gandhi's advice. We turned our backs on him and adopted the solecism that to <u>have</u> more is to be more.

There was a reason for this. The imperial system was a multi-national corporation. The British operated theirs on the principle of philanthropy plus 4 per cent. Give a little, take a little. And 4 per cent, forever, was a lot of little percentages. The Empire eventually ceased to exist not because its philanthropic mission was completed, as generally believed, but because the dividends to the little old ladies (of both sexes) in Brighton and Eastbourne were drying up. The corporation was running at a loss. The British Navy was too expensive to maintain after World War II and Prime Minister Clement Atlee broke up the corporate stock, handing the component parts over to local trustees who were likely to invest in the Commonwealth. And since these trustees were handpicked local elites, many of them graduates of Oxford, Cambridge and the London School of Economics, or barristers who had eaten the requisite number of dinners at the Inns of Court in London, they could be expected to play the game, hold a straight bat, preserve the colonial judicial system, practice Roman, Dutch and British legal law, and maintain the modes and customs of the Palace of Westminster, the Mother of Parliaments. And so they did, right down to the cricketing flannels, the full-bottom woolen wigs, the Speaker's Mace, the continued use of the English language in the administration and courts of law which, in many countries, was spoken only by 5 percent of the people, if that. The colonization of the mind of the new leaders was so profound that none of them - and this applies equally to the new rulers of the colonies of the French, Dutch and Belgians when they were eventually compelled to liquidate their empires - ever realized that now that they were free they had a dilemma to resolve: Should we go <u>their</u> way - the way of the imperial powers, that is to say, the way that Britain, France and all the other Europeans, and also the Americans, had developed in the past 200 years, the age of triumphant materialism, buying and selling agricultural produce in the international market system? Or should we go our own way, returning to our own traditional cultural practices and values which had been covered over by two to four hundred years of colonialism? Should we concentrate on human development in village communities, turn our nations into decentralized rural republics bartering each other's produce in the way that Gandhi had prescribed for India? Should we worship our own gods or theirs?

That dilemma was not even recognized as a dilemma by the new inheritors. Beings products of colonialism, they were not conscious of a possible choice. The future for them was a progression of the colonial present. To go the way of the metropolitan powers was to be modern. To go "back" to their own cultural heritage for guidance for the future was to retrogress, to be superstitious, naive, impractical, idealistic, unpragmatic. This view was shared by the Libertarian Democrats who inherited imperial authority and their opponents, and also the Marxists of various hues who, in the 40's and 50's had taken their ideas of the future from Stalin, Trotsky, Tito or Mao and from Castro and Che Guvara in the 60's.

The official inheritors, - Nehru of India, Senanayake of Sri Lanka, Sukarno of Indonesia, Nkrumah of Ghana, Kenyatta of Kenya, Nasser of Egypt, Kaunda of Zambia, the Tunku of Malaya, Aung Sang and U Nu of Burma, Roxas of the Philippines, the first Asian country to receive Independence, and the first inheritors of French and Belgian power in Asia and Africa, had no question in their minds about modernity and the future. They would each turn their nation into a brown, black and yellow Britain, France, Belgium or a small-scale America.

Concentration of political power at the centre, centralized economic planning as recommended by the pundits at the London School of Economics; urbanization; an economy based on exporting agricultural produce to the metropolitan markets in the north and importing manufactured goods, which vitiated all efforts at import-substitution through local industry; a hierarchal, desk-bound administration with its head in the capital city; a colonial style primary and secondary system with a curriculum designed by habit rather than deliberation to feed young boys and girls into the mill at one end and provide an unskilled clerk at the other; a university system largely modeled on the redbrick colleges of Britain; a hospital-based medical system concentrated on curative rather than preventive care, and on the cities rather than on the villages where most of the public live, were the principal features of most of the new nations.

A handful of nations like Singapore, Taiwan, to some extent South Korea, have successfully modernized themselves, as Japan has done, in the Western way and their leaders have become the blue-eyed boys of the West which is prepared to overlook the autocratic political methods used, on the engaging principle of selective indignation. Success, it seems, is the ultimate criterion of moral virtue. It has taken 20 to 30 years for the rest of the ex-colonial South to begin to realize that they will never become Little Englands, Frances, Germanys or Americas. They started 400 years too late. They have no

colonies to exploit for their material development. All they can colonize is their own people. Men like Julius Nyerere of Tanzania, the late Jayaprakash Narayan of India, and recently J.R. Jayawardene of Sri Lanka saw that political and economic decision-making needs to be decentralized and returned to village communities. Many leaders of the poor world are considering what is being called alternative development strategies, much of the thinking being done by the Society for International Development and by a little group in Geneva who have been trying to show that human development is they key to economic development. Their efforts seem to be having some effect not only in the South, but also in the North. The Brandt Commission Report and the 1980 Report of the World Bank reflect some of this thinking. The Bank, having invested massively for 30 years on high dams and highways, has at last discovered the low road to development. It has given powerful and eloquent support to the brand new idea that human beings are bankable. It has taken many of us 20 to 30 years of chasing chimeras to recognize that a billion destitutes are not a solid base on which a global future can be based.

It is about time. The auguries are both encouraging and discouraging. While the rate of immiseration grows, the reaction to the advocacy of change is a stiffening of resistance. Most people's perception of the world is determined by what they seek to protect. And so, we are observing a new wave of militant protectionism - trade protectionism to block the flow of goods, ethnic protectionism to prevent the flow of migrants, and even cultural protectionism as is happening in Britain to maintain the cultural purity of the race - a proposition which usually comesdown to a dislike of turbaned Sikhs driving double-decker buses in London and the smell of rice and curry.

In spite of these discouraging developments the problem has to be faced and its dimension and nature have to be recognized. From where I sat at the U.N. Population Fund for 8 years, and from where I now sit at UNICEF, the prospect is startlingly clear. In recent years it became evident to the demographers that the rate of population growth which some of them thought would grow exponentially, explosively, had begun to slow down. Growth rates were falling across the board - despite some aberrations as in Kenya, where the rate of population growth has topped 4 per cent. Women in most of the world, questioned by the World Fertility Survey, seem to want fewer babies than their mothers did. What this means to me, most importantly, is that contrary to the popular wisdom in this country, much of it, I fear, Republican wisdom, the poor world, more particularly the women of the world, have shown a remarkable sense of responsibility in the face of the challenge of conserving the depleting resources of the Earth. And let me say, much more awareness

than better educated people here displayed since the Arab Oil Embargo of 1973 in their addition to gas guzzlling. Detroit's response at the time to the need for small cars was to say, "Gentlemen, let us build the biggest goddam small car in the business."

But, reducing fertility is only one side of the story. The more formidable side to it is that however fast the gospel of contraception may spread, it cannot stop 2.75 billion children being born in the next 20 years. Short of world-wide atomic war they will be born, arriving on this Earth not in 20 years, but today, tomorrow and in the days ahead. There is a real catastrophe looming. Of these 2.75 billion, nearly 400 million children will die unless we are able to get food into them and their mothers so that they can have breast milk at least in their first year, and keep them healthy when they leave the breast. But 1,800 million, nearly 2 billion, will survive. They will need education, health care, houses, transportation and jobs. How do we accommodate these new human beings in a world of super-abundance in the North, where butter mountains are ploughed back into the ground because the market could not absorb so much, as happened in Europe a few months ago, and a world of increasingly obscene poverty and hunger in the South. That accomodation must begin in our hearts and minds.

Is the thought so terrible to contemplate? Are the numbers too astronomical for us to begin to make a response? Is the necessary response too expensive to invest in? Why should that be so when we have accepted in our minds the irrationality, the sheer insanity of spending 470 billion dollars a year, a million a minute, on armaments, most of which must be useless because if anybody had any use for them we would not be around to ask the question?

Enough of horrors. Let us ask ourselves some unavoidable questions which might lead to answers. Can we resort to the old cop-out to staunch the flow of sadness in our minds, and say, "The poor ye shall always have with you"? That is the devil quoting scripture. There are too many of them, the poor, to ignore any longer.

Is the war and the preparation for war the only way to achieve peace? Bombs and guns, like other material things, have their own power to influence our minds. Shall we believe Konrad Lorenz and Robert Ardrey who claim that aggression is built into our genetic programme? Or shall we rather go with Richard Leakey, who insists that aggression is a cultural practice which began only when we stopped being hunter-gatherers and became settled farmers defending our perimeters 10,000 years ago? Or with Jonas Salk who believes that survival in the future

is not for the strongest but the wisest? Both men believe that it is only a change of values which can take us into the 21st century and survive. The change they foresee is from aggression to cooperation, from internecine competition to consideration, from an obsession with curing the sick mind and body to health-oriented values and methods to prevent sickness, from rights to obligation, from a struggle for independence to an acceptance of interdependence. But although we have used that word for years, very few of us have seen that interdependence is not only a pragmatic recognition of reality. We know that economic nationalism is no longer possible, that cultural nationalism is a dying process, that even nationalism itself, strong as it is today, must eventually give way to regional and global governance on many major issues.We know interdependence is also a moral imperative. The implied answer to the old question: Am I my brother's keeper? is an emphatic yes. That is the only clear and unarguable answer to the question you will be asked with interesting vociferousness in the coming years when you try to explain the need for a new economic order: "Why should you care about people over there?" Because we must. We must because we are human and therefore obliged to care.

Let me end by quoting a passage from Simone Weil, that luminous lady who wrote of her vision of the future amidst the debris of war-torn London:

"The object of any obligation, in the realm of human affairs, is always the human being as such. There exists an obligation toward every human for the sole reason that he or she is a human being, without any other condition requiring to be fulfilled, and even without any recognition of such obligation on the part of the individual concerned.

This obligation has no foundation, but only a verification in the common consent accorded by the universal conscience. It finds expression in some of the oldest written texts which have come down to us. It is recognized by everybody without exception in every single case where it is not attacked as a result of interest or passion. And it is in relation to it that we measure our progress."

FOREIGN VOLUNTEER SERVICES: A HOST NATIONAL PERSPECTIVE

by Dor Bahadur Bista

EDITOR'S NOTE: Continuing our ongoing discussion of the role of voluntarism in development, the Program & Training Journal here presents a host country point of view. Among the important contributions of the foreign volunteers in his country, Nepal, Mr. Dor Bahadur Bista mentions the example the volunteers set as embodiments of human dignity, equality, and concern for others. It is better, he suggests, to choose volunteers for their qualifications as outstanding human beings than for their qualifications as outstanding technicians. The points Mr. Bista sees as most important for planning a volunteer program are printed in boldface type.

"Foreign Volunteer Services: A Host National Perspective" is reprinted with permission from the Volunteer Gazette, *a journal published bimonthly in Nepal through contributions of the variety of international volunteer services centered in that country.*

THE AUTHOR: Dor Bahadur Bista is a social anthropologist, and is the author of several books, including The Peoples of Nepal. *Currently the executive chairman of Nepal Punarvas Company (the resettlement program of Nepal), Mr. Bista has often served as a cross cultural trainer for Peace Corps.*

As representatives of the countries most advanced in material and educational aspects, youthful foreign volunteers with the spirit of adventure and a concern for humankind can help the peoples of less technically developed countries to develop technical skills and reasonable attitudes by broadening their horizon of knowledge.

Experience in Nepal has shown that money and materials alone cannot guarantee development—even if these were readily available. In Nepal, American, Swiss, German, and a few other friendly governments have been helping with money, material, and skilled foreign technicians for over a decade. This has influenced Nepal in numerous ways, but not all of them are positive. The Nepalis became ambitious and began not only to ask for more, but also, possibly, to depend too much on the foreign aid. Some began to blame the donor country for not giving as much aid as had been expected. Superficial styles of life became the preoccupation of the growing middle class in towns. Even though many good things were accomplished, a great deal of apparent waste and misuse of foreign aid resources could be seen—in a country where over 85 percent of the population lives on a subsistence-level, primitive agricultural economy.

Perhaps this happened because the Nepalese people were not correctly oriented, or perhaps because the various foreign aid agencies had too little knowledge of the actual situation in Nepal. But for whatever reason, this was the setting when the foreign volunteer agencies first appeared in Nepal.

The first volunteer groups in Nepal were an eye-opener to Nepalis: that even among westerners there were people who could carry their own loads, work with their hands, walk in simple clothes, live in simple Nepali rural houses, and eat the local food. What a tremendous achievement this was!

Of course, those volunteers were not welcomed, were not received and entertained by an enthusiastic crowd of cheerful Nepalis. The first volunteers were dreaded, suspected, watched twenty-four hours a day,

teased and tried, jeered at and tested for their reactions, rebuffed in their work. A number of unpleasant things happened to them.

However, since they first came, the volunteers have become, to many Nepalis, an embodiment of human values like equality, human dignity, optimism, concern for others, recognition of and respect for different ways of living and thinking of people regardless of their culture and level of technology or economic development. **It is, therefore, much more important to have a few better human beings than better technicians if it is not possible to combine the two together.** It is not that a tangible job by the foreign volunteers will not be appreciated, but anything done to recognize the abilities and worth of the average Nepali farmers is worth so much more in the long run.

In many ways, it must be a thankless job for some foreign volunteers, for even though the majority of the Nepalis would feel grateful to the volunteers, few will be articulate in expressing this feeling. It is likely that some Nepalis who are articulate or outspoken could even be critical if the volunteers did not do their jobs in a technically competent way. There would be a few, as there are in every human society, who would look at everything in a very negative way. No less difficult is the job of staying out of the manipulations of political interest groups. But the large majority of the Nepalis would feel differently. They are not able to express their gratitude in clear terms. One has to understand them only by looking at them, not by listening to them.

THE VOLUNTEERS' DILEMMA

There is always a dilemma for foreign volunteers from one other point of view too. The requirements as judged from the level of the government and as judged from the people's level are very different. The assessment of the field situation made by the Central Government is sometimes not representative of the aspirations of the rural people. This certainly presents a problem to the agencies' administration.

The agencies' offices in Kathmandu have to deal with and satisfy the various government departments. But it would be almost criminal if the agencies had to absolutely surrender themselves to the will and design of the bureaucrats. Almost any bureaucracy has to be dealt with cautiously, and certainly a bureaucracy composed of the upper class, western educated, superficially westernized elites of a very backward country with little means of transport and communication between the capital and the rest of the country has to be dealt with as much care and alertness as possible.

Nepal has always had a steep social-political hierarchy. There has historically not been a real encouragement for any independent thinking, initiative, or responsibility by the majority of the people. Decisions have always been made by a small number of people at the top. The people never had the chance to develop confidence in themselves. The society cannot really develop and be able to hold its own unless it has a self-respecting population. That is why it is so important to **let the people develop their own channels, institutions, skill and confidence while helping them to do a job, rather than having a foreign volunteer do all the chores, run errands for them, or become an influential agent between the government and the people.**

TRAINING AND SELECTION

Some of the descriptive aspects of a country should be told during the training of the volunteers in order to make them aware of physical and cultural differences. But more important than that—trainees should be taught how to keep themselves alert and open-minded to different ways, beliefs, attitudes and other standards of life, and try to understand why certain things are done or not done by others. Trainees should be told a certain amount of "do's and don'ts". "Do's" so that they can move in the society with a certain amount of confidence in the beginning and will not have to be embarrassed on every occasion. But more important than that, **they should learn that they will have to find out most of the things themselves.** They should be told that they need not worry too much about questions such as when to take off their shoes and which way to turn their feet up, etc. Certainly these things are useful to learn but the focus should never be turned from the important thing that *people are people* everywhere. After a certain amount of initial confusion and shyness, even the poorest Nepalis are capable of finding out who is a phony person and who is sincere in his efforts.

The foreign volunteers cannot afford to criticize everything by western standards, but neither does it really help to sympathize with the people to such an extreme as to defend and try to justify every weakness of the local people. **The most effective volunteer, I would say, is the one who understands the host country weaknesses and helps the local people to understand these weaknesses by reasoning rather than by any tradition or imposition from above.**

FOREIGN VOLUNTEERS AND DEVELOPMENT

If we are to accept that any country can develop

only to the extent that its people develop, then we should concentrate more on developing the institutional processes ensuring the widest possible participation by the local people.

In spite of what the Nepali elite might say about the "fast developing Nepal," my own observation is that elites are generally upward oriented and therefore struggling to achieve economic goals without sufficient concern for the individuals who are sacrificed for prior decided economic development projects. Since the real beneficiaries of any economic achievement should be the large majority (which in Nepal would be the rural people), it is they who must achieve and maintain progressive attitudes. But this will not happen quickly under an authoritarian system since there is little dialogue between the authorities and the common rural people. **This is where, I believe, foreign volunteer agencies could help because they are the only organizations whose workers (volunteers) have direct relationships with the people at the lowest level without any vested interest.**

Foreign Volunteers can make the common people aware of the facts that there can be alternatives, that every individual human being has potential and that it is every person's right to aspire for a progressive future oriented life.

The volunteers do not have to go about lecturing the illiterate farmers as to how they could improve their lives. This can be done by constantly asking the right and the relevant questions. It would not be possible to list all the questions here, nor would it be possible to give a complete questionnaire even during training. However, it might be useful for trainers to give a few specimen questions in each field of activity in which foreign volunteers are involved. For example, in education, one could ask a man—why does he think schooling is good for his child? What does he think his child should learn from the school? How does he know that it is going to help the child? If he expects his son to be a white collar worker, would not everyone in the village want their children to be the same? If everybody became clerks who will produce grain? Who will look after the cattle? If there were no cattle where would milk and other products come from? etc.

In agriculture the questions would be, for example, why does he plant corn or rice every year? Why does he plant the same thing every year? Or if he has a variety why does not he think that there can be a few more worth trying? Has he tried the same type and exactly the same quantity of fertilizer every year? If he has ever experienced a slight change in any of these, why does he hesitate to try it this time? If he is not trying a grain which would bring him more yield but which he does not like to eat, the question could be put to him—has he really eaten exactly one and the same kind of food all his life? Has he ever had to try a thing repeatedly a few times before he began to like it? Why then does not he try the new thing which promises better yield, therefore better income?

The same thing could be done to help the people grow out of their superstitions. Of course this is a sensitive area and the questions have to be a sincere curiosity rather than prejudicial and condescending. If a Nepali feels he is attacked he will certainly feel defensive and shut himself off. But if approached well he might try to explain and find himself questioning some of it himself. He could very well say "What an ignorant American or German or Japanese; ha! ha!" But this could not hurt the volunteer in any sense. By playing a low key the volunteer appears less threatening and therefore more easily acceptable in the community. It is not necessary for any volunteer to try to establish himself as an authority.

The idea of specialization has not penetrated beyond a few highly educated people in Kathmandu, let alone the villagers. All of the villagers and a large percentage of the urban people live in a self sufficient economy with a preliterate, informal, educational system whereby every individual can become his own authority in everything. Respect for specialized professional discipline is entirely a western style and the volunteer should be taught this in full detail until he completely understands it by the end of the training program.

THE OBJECTIVE: COMMUNICATIONS

When we think of the program in this way it becomes imperative that we send only the best people and ensure their maximum contact with the local people. What programs they have to work with and how much material success they achieve becomes secondary. **The main objective should be maximum communication between the volunteer and the villager.**

I do not believe in crash programs when we are dealing with human values and cultural milieus. I would not make goodwill ambassadors of all foreign volunteers, telling everyone that all the Nepalis are the best and finest human beings in the world. But the foreign volunteers should be able to share the feelings, aspirations, and frustrations of the people; by virtue of their superior education they should be able to guide them (conceptually and administratively more than technically) to get organized and move ahead with confidence and optimism. What the volunteers do professionally—teaching science, organizing co-ops, or whatever—is only the framework.

My own participation in three Peace Corps train-

ing programs for Nepal has convinced me that training can help us only to a point. The trainees have to have all the necessary background and qualities of a good volunteer before they come to the training site. Training certainly provides a large mass of information and technical skills; it polishes ideas. But it is only a speeding up process, not a creation of anything new. Here I would like to insert a Nepali expression which in effect says: "the more you forge a piece of gold the more varieties of ornaments are made. It is only when you hit the iron that the deadly weapons are turned out."

There are certain things that the trainees have to be told and made aware of during the training period. For example, they should be prepared for the eventuality of not being able to find the job as originally described.

Highly trained technicians often do not seem to have much patience with people because their focus of attention is on the mechanics of the technical job which makes it as an end in itself. For example, I knew one volunteer agriculture specialist working on a government farm. He was a very conscientious worker and was appreciated by some people. But since his contact with local people was confined within the farm, he had the most horrible opinion of Nepalis in general. Therefore, he was liked by agriculture technicians mostly. To my opinion a combine-harvester could have done as good a job as he did.

Granted, we do need technical people, skill, and projects. We should not at any cost, however, have the people lose their self-confidence and pride in themselves: above all, we must not lose the optimism that helps people to survive amidst scarcity and poverty.

I believe that there must be a way to arouse people into action and to make them aware of the things they are missing; to encourage them to ask questions of their fellow villagers, of government officials and of themselves without having them lose their self-respect, self-confidence and their natural charm. **Therefore it seems sensible to have foreign volunteers work only in the areas where there is maximum contact and dealing with the maximum number of people.**

NUMBER OF FOREIGN VOLUNTEERS

For effective, close relationships with the local people, a minimum number of volunteers in any given place or area is essential. **The larger the number of volunteers the harder it is to make a breakthrough into a community.**

There are two definite disadvantages in having a large number of Volunteers in any one place in Nepal.

1) Nepalis, in most cases, would be initially shy and reserved vis-a-vis the volunteers. They do not feel at home with foreigners very easily. So there can be only a superficial contact with them when they see volunteers move around in bunches.

2) The same thing would apply to the volunteers in some respects. If there are volunteer friends, they would naturally share their emotional, intellectual and social lives more with their fellow volunteers than with the Nepalis in the locality. The constant presence of volunteers grouping together does not encourage the cross-cultural communication either in the volunteers or in the villagers. Rather it imposes a weight upon the people and makes them feel humble. Volunteers lose or never develop interest, and tend to become inaccessible to the local people.

The attitude of the poor of developing countries toward the rich may be different from that of the poor in advanced countries. In any case, in many developing countries the rich are seen as direct threats, as potential exploiters of the poor and therefore weaker people. The presence of a prosperous-appearing person is by no means a welcome thing in rural Nepal; a foreign volunteer may not be welcomed by local people and local political workers even though the Central Government may have assigned him to serve in that area. **Therefore, as a rule of thumb, foreign volunteers should be so placed that it requires a real effort for two of them to get together, to encourage them to work directly—and exclusively—with the community.** A "real effort" in Nepal could be defined as a two-day walking distance in the hills, or a one-day journey in the terai.

Role Play #1: PCV

You are a volunteer who has been in-country for three months and you are going on a bus with your counterpart. You like your counterpart, although you don't know him too well yet. You think he is young and idealistic and see him as being a bit outspoken as far as (___host country___) go.

Role play #1: Counterpart

You are the counterpart of a PCV who has been in-country for about three months and you are currently on a bus ride up-country with the PCV. Since you don't know the PCV very well yet, this will give you a chance to share some of your beliefs about development and find out what the PCV thinks.

Tell the PCV that you believe strong central government control of development resources, projects, planning, and decisions is the only way development can really occur at the village level. After all, the most talented and best educated people work for the central government, it has more resources than any other level of government, and it has a wealth of experience in development projects on a nationwide level. Local people are too parochial, don't see the big picture, don't really have the resources, and can't really learn from others' mistakes and progress since most can't read. Ask the volunteer what he/she thinks.

If the volunteer agrees:

Tell him/her you are delighted you see "eye-to-eye." Then say that there are a couple of problems with this stance, though, and you'd like to know what he thinks. What happens if the local people don't trust the central government? What can we do? Localities do seem to differ, as do needs -- how can the central government avoid rigid programs that will be inappropriate if applied everywhere? Finally, and most important, central government control seems to create dependency on outside resources and projects often flounder when these are removed. What does the volunteer think about that, and how does he/she think we can alter that?

If the volunteer disagrees:

Probe as to reasons why. Raise counterpoints. Ask for specific actions the volunteer will take to support his/her views.

If the volunteer doesn't clearly agree or disagree:

Become a bit angry. Remind the PCV that you have just shared a deeply felt view about development and he/she is not really sharing in return. "What's the matter - don't you trust me enough yet?" Cajole a bit.

Role Play #2: PCV

You are a PCV who has been in-country for four months, and your APCD is now visiting with you. You are a (whatever the program is) PCV, and you live in a small town of about 10,000 people. Your house is large and comfortable and is one in which a PCV lived before you. It is on the outskirts of town. Your neighbors include two other PCVs, an American AID expert and family, two French volunteers, and a local judge. You do not know the language too well yet, but you study an hour a day, and speak it as much as you can.

Role Play #2: APCD

You have come to visit the PCV and to talk about his/her lifestyle. You do not believe that the PCV can be effective living in this large house on the outskirts of town. She/he is surrounded by other foreigners, does not speak the language well, and seems to be concerned only about the technical matters of his/her job. You tell the volunteer this, and suggest that she/he consider moving to a more appropriate house and spend more time learning the language.

If the volunteer agrees: Ask why she/he hasn't taken action before this time. Ask about the kind of house and neighborhood the volunteer plans to move into. Mention that the only problem with the volunteer moving is that his volunteer assignment merits a certain status in the society and people may question the volunteer if he/she doesn't live in a house which is congruent with status. How will the PCV handle that?

If the PCV disagrees: Ask questions. Probe. Raise some counterpoints. Ask how his/her position will help enhance effectiveness . . . development in the town, province, or country. If the volunteer says that another PCV had previously lived in the house, state that you know that -- and it was a mistake you have learned from, and you want to make sure this relatively new volunteer does not make the same mistake.

If the PCV does not take a stand: Tell the PCV that she/he has been here for four months -- which is long enough -- and you really want to hear what the PCV thinks. No more fencesitting. Respond accordingly.

Role Play #3: PCV

You are a PCV (teacher, fisheries worker, etc.) who has been in-country two months. You are at our official function to celebrate a local holiday (add in appropriate holiday). You run into the primary school headmistress who you have met once before and found to be an interesting person who was fairly up-front about her views. You say hello.

Role Play #3: Headmistress

You are at our official function to celebrate (whatever holiday is appropriate). At the function, you get a chance to talk to a PCV who has been in town just a short while. You have always been curious about PCVs -- you have met others whom you have liked, but you are not sure what they contribute to the country's development. You worked long and hard to get your education degree and you've gone to several in-service workshops, and you taught for eight years and finally became a headmistress. Even with all that experience, you realize the job is still difficult. Yet, the Americans seem to send inexperienced PCVs without appropriate technical degrees to do responsible jobs here. (Share all this with the volunteer - finish by asking, "How can PCVs contribute if they are not technically qualified . . . if they don't have relevant experience?"

In this conversation with the volunteer, make the following points where appropriate:

* Friendships are fine, but what we really need is technical expertise--we can do it if we know how.

* What is your background? How technically qualified are you? What do you see you are contributing as?

* One contribution you heard one volunteer say she could make was to help villagers help themselves. What does that mean? How are you (to the PCV) going to accomplish that here in (__country__)?

SESSION #2 Time: 2 Hours, 45 Minutes

THE DYNAMICS OF DEVELOPMENT

Goals

1. To consider some of the causes of development problems and how they interlink with the local setting.

2. To examine the role an individual volunteer plays in his/her assignment in relation to the above.

Overview

This session follows the "Introduction to Development" session in the manual, and is intended to be more specific. It focuses on the causes and consequences of development problems. One of the important considerations in development work is the awareness that problems do not exist as "neat," isolated entities, but are interlinked with a web of causes and effects. When volunteers work on specific development problems in their primary assignment, or develop secondary projects, it is important that they consider how their particular problems fit within an overall picture. This awareness can both help them keep perspective on where they are and enable them to make better choices about the way they carry out work.

This session is structured around the film "Marigoli."

It presents a live case study of how problems interlink. The film presents, perhaps, more information about the Marigoli community than most volunteers would be able to compile in the first four months of volunteer service (which is why we are using the Film as a training technique). The film observation guide (below) and the discussion questions are designed to allow participants to think about the film in terms of their own work assignments and how that work may relate to other development problems. The point of the session is not to arrive at a series of complete solutions to the problems of the Marigoli community, but to raise the awareness that one must consider that potential solutions to problems bring with them consequences which can lead to other problems and that problems interlink with others in a total system.

Procedures

Climate Setting Goals and Introduction 5 minutes.

1. Start the session by asking the group to visualize a mobile art object hanging from the ceiling (Note: you may want to make a simple one as a prop to illustrate the point): the kind of mobile that is perfectly balanced with all the pieces connected together by wires. Ask them what happens when you touch one part of the mobile and to visualize the movement of all the other parts." In a certain sense this is what this session is about in the development scheme of things." Lead this into an introduction of the goals of the session, which

should be written out on a flipchart. Provide an overview of what this session is intended to address, linking the development theme of the first session to this one: e.g., "in the first session, we considered some of the larger questions of how Peace Corps as a development agency works. We talked about the roles, responsibilities and assumptions of these involved in development work. In this session, we want to focus on how causes and consequences of problems interlink and what your role may be in this overall process of development.

Hand out Observation Guide Give task 5 minutes.

2. Brief the group on the observation guide for viewing the film. Hand out the guide (or have it written up) and one is clear on the task.

Observation Guide - As you watch the film, assume you are assigned to the Marigoli community. Your job is the same as you will be doing when you are assigned to your volunteer work. You are asked to observe the film from that point of view and gather as much information as you can in your area of work. As you do this, try to find out:

a) What specific problem would you work on in your job assignment?

b) What are the consequences of the problem?

c) How would you work on the problem in terms of a project approach?

Introduce the film 5 minutes.

3. Provide a brief introduction to the film as follows (see note #4 if participants have already seen Film at CAST):

- This film is about a community which could be any place in the world. It's problems are not necessarily unique to the country, the culture or the setting.

- Even though you will not be assigned to this community, the basic processes which surround poverty, relations between people, causes and consequences of problems follow a pattern which exist anywhere a society is moving from a traditional situation to a contemporary one.

- Take note, particularly, of how the problems you see interrelate with each other: how does one thing affect another?

- After the film, we will be asking you to do some thinking and talking about these questions and others.

Film
40 minutes.

4. Show the film.

Film discussion, general reactions
10 minutes.

5. Before participants are asked to move into small groups to discuss some specific questions, it is a good idea to get some general reactions to the film. Some people find the sheer quantity of problems operating on the Marigoli people a bit overwhelming. If some general reactions are allowed to come out first, then the group will be better able to focus on specific questions. General reaction question: "What struck you most about the film?" (See trainer note #1.)

Small group discussion
30 minutes.

6. After a few general reactions, ask the group to form small discussion groups of five or six people, mixing the group, if possible, so that different program area trainees are represented (e.g., health, education, agriculture). If this is not possible, the discussions will still work. Ask the groups to react to the following questions:

   a) What was the problem you focused on in the film?

   b) What were the consequences of the problem for the people?

   c) How did the problem you focused on affect other problem areas? For example, how did the need for education and the process of providing education affect land tenure and food production?

   d) What does the linkage between problems mean for you working with other volunteers and other programs in your work site?

   (The questions should be written up for all to see or handed out to the groups.)

Generalizations
20 minutes.

7. (See trainer note #2) Bring the small discussion groups back into the full group and draw out some generalizations by polling the small groups to see what problems they addressed. Then ask:

   - Let's hear how a couple of the groups saw the linkages in terms of the problems
   - On the basis of your group discussions, is there anything you can say about how development problems occur?
   - Who decides what problems you address?
   - Based on your answers to these questions, what would you now do as a volunteer in this situation?

Applications
10 minutes.

8. Ask the group:

- What are some of the things you are going to need to keep in mind as you approach your own work in your community.
- What are some of the things that you want to learn in the rest of your training program about development work? About how problems link?
- What are some specific ways we can use the training setting (especially if it is community based training) to learn about the issues raised by Maragoli and our discussion?

Closure
5 minutes.

9. Link this to the last question raised under procedure 8. Select a few examples of the ways in which participants can look at development problems during training. Say that we used a film at this point because trainers haven't had enough experience in the country to gather sufficient data about a community that would have led to indepth discussion. However, over the course of the training program, they will gather information about a village or community, and we will return to ask the same kinds of questions then about development issues here in (country).

Review goals of session. Link to next session in program.

Trainer Notes

1. It may take creative planning to ensure the availability of a film projector for this module. If electricity is not available at the training site, a battery-operated projector may be necessary. An alternative strategy might involve presentation of this session during trainee visits to PC headquarters for processing. The achievement of this session's goals is critical to the incremental learning of following development sessions.

2. In step six, in general, people may find it difficult to leave off the discussion about general reactions and move into small groups for more specific focus. One way to do this is to say something like: "Let's take some of these general reactions and continue them in a small group setting where more people have a chance to talk. After you discuss awhile, I will have a few specific questions to ask you." Then move them into smaller, mixed groups, give them ten minutes to talk generally, then hand out and go over the specific questions in the next step.

3. In step #7, if the groups seem to be a bit overwhelmed and unclear about how to approach the problem of linkages, remind them that sooner or later one must make a considered decision about where to start, after thinking about the causes and consequences of problems and linkages. It is better to try to start after careful analysis than to just plunge in. But choices must be made.

4. If participants have seen the movie at CAST, it is OKAY to go ahead and show it again because we will be looking at it much more systematically in PST for its portrayal of development problems and linkages. In a CAST, it's shown and there is a short general discussion, and that's it. Also, it's an optimal activity at CAST, so some may not have seen it. Also, one can watch Maragoli many times, and see different things in it, since it is a very rich movie.

5. Some may ask, "Why a movie? Why not use data from the in-country PST setting? " There are reasons for using the movie:

   a. This session comes early, and trainees simply won't have had enough time in-country to address the issues in the session and in the film.

   b. We wanted a common data base to ground the discussion in.

   c. Given the vagaries of a camera and a director, the story of Maragoli is still told to us by residents directly, and is not filtered through informants, language instructors or PCVs, as much of the PCT information would be <u>at this point in the program</u>.

   d. We want to raise issues and consciousness about development through the use of the movie near the beginning of training, <u>and then</u> have trainees <u>pursue</u> the same kinds of questions and information about whatever community or communities they live in or deal with during training. Thus, the last question in the application stage and the closure activity is very important. The participants need to see this as the <u>beginning</u> of a process of inquiry, not the end--we learn about this initially in a session using a film, and then pursue it externally in the "real" world.

   e. We wanted to vary our training techniques.

SESSION #3

Time: 2 Hours, 30 Minutes
(3 hours with break)

INFORMATION AS A DEVELOPMENT TOOL: PART I

Goals (Part 1)

* To develop a personal plan of inquiry
* To develop a strategy for gathering data

Overview/Rationale

People who work in development, especially in different cultural settings, have as one of their primary tasks the gathering and filtering of information. To be useful, one must be able to understand what is going on around him or her, and to make judicious use of that understanding in carrying out volunteer assignments. Although some useful information can be obtained through documents, written descriptions, discussions with staff, and with "experts", much of the information -- and the understanding -- has to be developed by volunteers as they begin to work in their assignment areas. This two part segment is aimed at providing skill development in the area of information gathering and filtering, and it is intended to allow trainees to learn about their assignment areas while developing these skills.

It should be noted that there are sessions in the cross-cultural materials and in the community development module where information gathering and filtering skills are introduced and reinforced. These skills should be surfaced in a timely fashion throughout the program, as they represent one of the most important -- yet least understood -- aspects of volunteer training and development. The training task involves assisting others to learn how to develop personal knowledge, and it is a very difficult task. One of the reasons for the difficulty is that the skills we are trying to train are often in direct contradiction to the ways in which American high schools and colleges teach people to know. Knowledge in those settings comes often from right answers in text books, or from distilled lectures from a professor.

You as a trainer are trying to change people's way of knowing after they have come through this kind of educational system -- at some point in their lives -- and to help them become more skilled at developing knowledge and at dealing with the ambiguity that uncertainty brings. We emphasize uncertainty, because the better people become at information gathering and filtering, the clearer it will become that "truth" is a rather elusive and uncertain element.

Helping people to develop information gathering and filtering skills is indeed a challenging task, and it is not merely an academic one. Development work is exceedingly complex, and it cannot be done actively without a competent approach to information gathering and filtering. Just as the situations in which volunteers work are dynamic, so is the process of finding information and discovering what it all means. To the extent we as trainers set up training programs which -- either implicitly or explicitly -- give out the message that answers to development problems are complex and that gathering information and trying to understand

involves struggle and effort, we will be helping to train competent development workers.

As a final note -- this session intends to get people started gathering and filtering information about development in a way that parallels their volunteer experience. Although volunteer may have skills and a plan, they still have to do it as they go about their "regular lives:" nobody comes into their lives and "gives" them all the information, nor is there a special time set aside for it. Trainees, then, will have to gather information in a similar way -- as they ride on buses, engage in a technical session, go to the Ministry, participate in a language session, and so on. Thus, there must be opportunity in the program to do all this (as opposed to a training program that was mainly full time language immersion).

Procedures/time
Climate
5-10 minutes.

1. Ask following two questions and take some responses from a few people for each question.

   "What have you learned about your assignment area since you began training?"

   "How have you learned that?"

   Make linkage to goals by saying something like the following -- "I can see (a lot) (some) of you have learned (quite a bit) (a bit) (something) about your assignment areas -- from (several) (some) (a few) sources. Today we are going to start a process of developing information gathering skills that will help you develop more in-depth knowledge about your assignment area. Specifically the goals are --

Goal Sharing
5 minutes.

2. Share goals.

Introductory
lecterette
10-15 minutes.

3. Talking points for the lecturette are as follows:

   *Finding out about your assignment area is a process you undoubtedly began when you got your invitation to PC, you continued during (cast or staging) and PST. In this session, we are going to suggest a very simple model which we hope will help you in this task, and will make it more systematic. We also recognize it is a task which you will continue throughout training, and at different levels of depth throughout your volunteer service. In fact, some ex-volunteers are still mulling over and learning about their development work assignment with PC years later!

   *We have divided knowledge about assignment areas into three categories. They are as follows:

Technical - knowledge related to the specific practical techniques of accomplishing job related tasks (e.g., types of fertilizer, how to do lesson plans, what kind of fish survives best given certain water conditions.)

Socio-cultural - knowlege of those societal and cultural areas which affect the way your volunteer assignment gets carried out (e.g., if there is a cultural value placed on "white collar work", it may be difficult to encourage student drop-outs into work as small vegetable gardeners.

Developmental - knowledge of those factors in your assignment area which will have an impact on capacity building, or on the way in which the work will be carried on after you leave (e.g., choosing to work with the local agricultural extension agent to assess fuel needs instead of doing it yourself).

Obviously, there is overlap between these categories, but it helps to try and examine them separately at first. and then to look at the ways in which one affects the other. In a similar way, perhaps, there is overlap between problems and solutions, and linkages between a solution in one area and a problem in another area (as exemplified by our work with the film Maragoli). Using the above 3 categories should help us become more aware of the linkages between problems and solutions related to many different assignment areas -- not just our own.

*As you work, you may find another category we have missed -- you should then add it in.

*We then divided the areas of inquiry into three information gathering categories, as follows:

What do I want to know?
How do I frame questions to find out?
Where do I find the information?

(In Part 2 of this segment, we'll focus the fourth question: "How do I know when I know?" This is the information filtering question).

*We'll spend the rest of the session building a plan of inquiry around this model.

Small Group Task Instructions 10 minutes.

4. Break into groups of 4 or 5 by assignment areas, or into groups of 4-5 if trainees are all in the same assignment area. Task is to take the three areas (technical, socio-cultural, and developmental) and to address the first question under each category. The following could be displayed and used as an example:

NOTE: The first example in each section could be used for teachers, the second for fisheries volunteers. You could make up your own examples for whatever volunteer assignment(s) are in your training.

Technical

What do I want to know?

To learn all about the examination system.
To learn about existing state of fresh-water fish ponds.

Socio-Cultural

What do I want to know?

To learn how cultural values affect the way kids interact with teachers, and how I as a foreigner will be affected by this?

To find out what cultural values affect the way people might look at eating fish.

Developmental

What do I want to know?

To learn about the impact education is having on the development of this village or province or country.

To learn about how increased fish production might alter the way money is earned and spent here, and how that affects power in the family/and the village

After giving these examples, handling any questions, repeat instructions. In their small groups, they should develop responses to the question "What do I want to know". (When working in their small groups, participants should write down areas individually which they wish to pursue.)

Small Group Task
30 minutes.

5. Small group task.

Quick report out
15 minutes.

6. Keeping the small groups physically in the same place (if you can), take a couple of examples from each group to get a sense of what people came up with. Compare and contrast.

Small Group Task Instructions 5-10 minutes.

7. In some small groups, next task is to frame questions around each area, and develop possible sources of information. Use following example:

Technical

How do I frame questions to find out?

When do examinations occur? How important are they? How closely are they tied to the curriculum? Who sets them?

What level of education do fishing workers have? How do they learn to do their job?

Where do I find the information?

Copies of examinations, exam schedules, teachers, school principal.

Fisheries extension workers, Ministry of Agriculture fisheries official, organization chart, 5 year development plan.

Socio-cultural

How do I frame the questions?

How do kids act when teachers are present? In class? Out of class? How are they addressed? How do teachers act?

What do most people eat regularly? When given choices, where does fish appear? What happened in previous fisheries programs in terms of cultural acceptance of fish as acceptable food?

Where do I find the information?

Observing in schools. Asking teachers, principals. Reading studies. Asking kids.

Observing in restaurants. Looking at menus. Reading studies. Asking villagers.

Two examples here should be sufficient.

Small group Task 25-30 minutes.

8. Small groups develop responses as exemplified above. INTERVENTION. About 10-15 minutes after the small groups have been working, stop the action for a moment. Keep people in their small groups (this assumes the groups are working in one room where they can hear one another). Ask for a sample question or two from one of the groups. Ask the whole group to consider how the

questions are framed. One might do that by asking how the rest of the group would answer that question (yes, no, maybe or a more elaborate answer from an open ended question). For example, "Do kids act good when teachers are present?" Would tend to elicit a yes, no, or sometimes response, while "How do kids act...?" would be much more open-ended. Take sample questions from one or two more groups, and do the same thing. Introduce the concept of open-ended and close ended questions (see trainer note #1 for possible lecterette material). Then let them return to their small group task, revising work they had already done and continuing to frame questions and look for sources.

Quick report out
20-25 minutes.

9. Take examples of responses from each group -- vary different groups with different responses under different categories. Compare/contrast.

Individual task
15 minutes.

10. Give individuals about 15 minutes to put together their own plan based on the small group tasks and large group report outs. Although they will have lots of notes and will have a lot of data, they should have some time on their own to consolidate and plan for themselves. In addition, hand out the individual planning forms for each of the three areas. People don't have to use these forms for their individual work, but some may find it useful. In any event, it should serve as a stimulant to their individual work, and if they want to invent their own format, that's fine. Their product will be their plans of inquiry.

Closure
10 minutes.

11. Announce that there will be another part to this session in two weeks, that they should attempt to carry out their plans of inquiry and they will from the basis of Part 2. You may also wish to note that this plan of inquiry represents their present 'knowledge needs', and that will change over time. It might be compared to a spiral staircase where someone may be interested in the same subject 6 months from now, but at a different level. Also new things will be added, and other things will come to be seen as irrelevant.

You should also emphasize the importance of the <u>activity</u> of information gathering. Many of us don't have those skills when we join Peace Corps, and we are not often taught them in the States. Indeed, we are taught opposite skills. For example, when we first get a job in the States, we often sit and wait for the "boss" to come around and let us know what to do, what to expect, where to work and so on. When we go to school, we wait for the teacher to tell us the information we need. Given experien ce, like this, it is only natural that PCVs may expect to go to the village (or Ministry or city or school) and wait for the villagers to let them know what

to do, what's expected, and any other relevant information. Unfortunately, this does not generally work in the latter setting (nor actually does it work effectively in the Statewide settings). Thus, PCVs must be more active in pursuing information, and this session begins the process of learning the activity of information gathering and filtering. Participants will have an opportunity to learn information development skills throughout training, as it is a prominent theme, reflecting our belief that it is a critical development worker's skill.

Finally, emphasize that information filtering has already been introduced in the cross-cultural area, and they should try to apply the skills as they gather information in this area. Moreover, part two will be focused on refining info filtering skills in this area.

Trainer notes

1. The following could be used as lecturette material during the intervention in procedure #8:

"One of the main problems facing someone who is trying to develop a plan of inquiry is how to frame questions so they will get at the information desired. Let's examine the difference between open-ended and close-ended questions.

Close-ended or Directive questions

Such questions are used to elicit factual information, and generally require only short answers. Examples: Where do you live? How old are you? Do you like living in this village? This type of question is usually appropriate when the information desired is objective and factual. However, the amount of information which is really "objective and factual" is actually quite small, and often times different in different cultures.

Open Ended question or non-directive

Such questions can be used to broaden the terms of inquiry, and to avoid setting what you find into your own preconceived framework (too easily). Examples: What do you think about President Reagan? What kinds of things do women do in this village? What ways does the primary school here affect planting and harvesting rice?

In sum, the way in which you frame questions will have implications for your plan of inquiry -- it will either help you get at what you want to know, or it will "help" you get erroneous information, or partial information or no information at all.

2. Depending on their language level, and what country it is, you as trainer may need to address the question of how to carry out a plan of inquiry without adequate competency in the language. You may have to discuss gathering information through PCVs and informants, noting pluses and minuses.

3. At some point during the session, participants may raise the question (about their plans of inquiry): "When are we going to have time to do this? We have a tight schedule, lots of language training, and it doesn't leave time for much information gathering". When this occurs, it must be emphasized that the process of gathering information can happen all the time -- at lunch, in a bar, walking down the street, in a coop extension meeting, talking to kids in the street, even in language sessions. What this session provides is a framework to help you do it better and more efficiently. It is your individual responsibility to pursue information that goes beyond the framework of the training program, although we (the training staff) will help in whatever way we can. It should be made clear to participants when in fact they will be given time to learn about assignment areas, cross-culture and so on. But it should be stressed that alot of the informational needs will be individual, or shared by 2 or 3 or 4 people, and it is those individuals'responsibility to be active in pursuing information.

   In fact, this exactly parallels volunteer service, where there is no time set aside for information gathering and filtering; -- one must do it as part of one's everyday activities.

   NOTE: If the "When do we do it..." question does not occur during the session, then the above points should be added into the closure by the trainer.

INDIVIDUAL PLANNING FORM

Assignment Area: _____ Technical

1. What do I want to know?

2. How do I frame questions to find out?

3. Where do I find the information?

57

INDIVIDUAL PLANNING FORM

Assignment Area: _____ Developmental

1. What do I want to know?

2. How do I frame questions to find out?

3. Where do I find the information?

INDIVIDUAL PLANNING FORM

Assignment Area: _____ Socio-Cultural

1. What do I want to know?

2. How do I frame questions to find out?

3. Where do I find the information?

SESSION #4 Time: 2 Hours 50 Minutes

WORKING WITH OTHERS: THE ROLE OF THE DEVELOPMENT WORKER AS HELPER AND CONSULTANT

Goals

1. To explore different styles of working with others and assess the consequences of those styles.

2. To consider how one's personal, preferred style of working with others may affect one's work and how to adapt that style when necessary.

Overview

This session is designed to follow up on the "Helping Skills" session which is presented in a CAST or staging, but may be given independently of that session. It is designed to explore a series of work case situations. The participants consider what they would do in those situations and the possible consequences of those actions. A model of helping is presented in a brief lecture which provides a framework for discussion as well.

Procedures

Introduction and Goals
5 minutes.

1. Introduce the session by linking this session to the prior sessions that relate to the theme of development. In the first session, a general introduction was given to the theme of development. The idea was developed that the goal of Peace Corps work is to help others towards self-sufficiency. In this session we want to explore some of the specific ways that you work with people in different situations which may help or hinder that goal. In so doing, we want to ... (state the goals above).

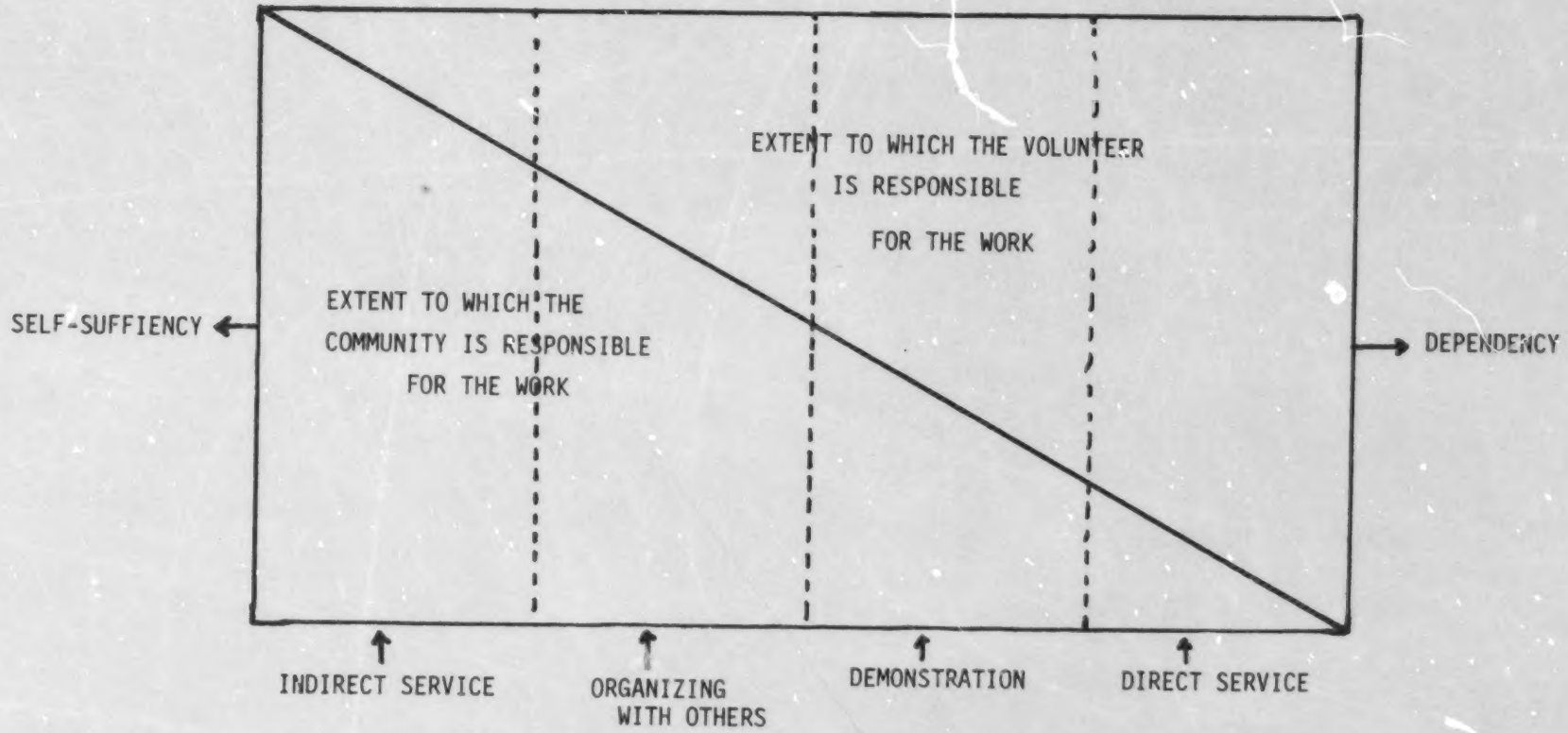
Group Fills Out Inventory
20-25 minutes.

2. Hand out the Work Style Inventory (attached) and ask participants to go through it and mark their scores on the scoring sheet. Tell them that after they take the inventory, we will discuss what it means.

Lecturette on Personal Styles
30 Minutes.

3. After they have finished, move on to the following lecturette.

CONTINUUM OF VOLUNTEER HELPING/ WORK STYLES



The inventory you have just taken presented a series of situations where you were asked to choose which way to work with the people in that situation. In fact, there is no hard and fast rule for which is the best way to work with others, and no situation is exactly like another. (For example, even through one long range goal is self-sufficiency, a situation may dictate that we choose actions in that would fall in the direct service column in order to attain short term goals.) As much as possible, we need to be clear about what the situation is we are confronting and try to make a conscious choice about how to act so that we are clear about the consequences of our choices and how they affect the people with whom we work. The inventory, in general, corresponds to the "Continuum of Volunteer Helping/Work Styles" (unveil the diagram drawn out on a flipchart). Your score corresponds to one of the major work styles (the numbers in columns 1, 2, 3, and 4 follow: a = Direct Service, b = Demonstration, c = Organizing With Others, and d = Indirect Service). If you score higher in one column than in another, it indicates that you prefer to work in that mode in the situations described. Each style is described as follows.

Column A: Direct Service.

This is a direct approach in which the volunteer mostly does the work, gets a project organized, provides a needed service where none exists, and generally takes the initiative for making things happen. In most instances, this means that the volunteer takes responsibility for the action or project, and that a counterpart may or may not be involved--and even if involved, will look to the volunteer for action and leadership.

Column B: Demonstration.

In this approach or situation, the volunteer spends most of the time demonstrating to others how to do something, but also spends a lot of time doing it him/herself. Most often the responsibility is shared with one or two counterparts. The work is a combination of direct service and training/demonstrations, often with the volunteer sharing some responsibilities with a promising local leader or an assigned counterpart.

Column C: Organizing With Others.

In this system, the volunteer encourages and stimulates promising counterparts and others in the community, generally--although not always--working with people rather than directly on projects. (NOTE: Thoughout this session, we use community in its most generic sense--it could be a school community, an agricultural office, or a town or section of a city.) The focus is on building leadership and helping a group or organization develop which will continue the work. The primary work is behind the scenes using influence, assisting as a resource in developing alternative solutions which the people choose or generate themselves, serving in a training capacity, occassionally serving as a role model in doing work, and so on.

Column D: Indirect Service.

In this approach, the volunteer responds to a range of situations and problems raised in volunteer work by helping others solve their own problems; the volunteer does not direct any of the work but concentrates on helping the people define and refine their perceived need. Help is given only on request, rarely

initiated by the volunteer. The volunteer may even come and go, leaving the project to do something else and thus reinforcing the autonomy of the group. The way the volunteer works is primarily clarifying, asking questions, listening a lot, and facilitating.

These four styles can be seen as related to stages in the development of self-sufficiency. For example in a beginning stage, a group may never have worked together, may not have any technical resources and may not believe that it is possible to make improvements. In such a situation a volunteer may decide that the best way to get things moving is to: a) establish credibility, b) show people that (for example) a fat pig can be produced, and c) salvage a bad situation. In so doing, he may decide to simply do the work himself and show the sceptical that something could be done. In this instance, the volunteer may be using a combination of "direct service" and "demonstration."

At a later stage of development as a group or project moves towards self sufficiency, a volunteer may decide that the best way to help a group move along is to work with only the leadership in a community to help with ways to effectively plan or communicate together. In this instance, the volunteer will do nothing without a counterpart from the community. The primary task in this case would be leadership training and "organizing with others."

In these situations, one must consider the circumstances and the consequences and address a critical queston: Is one looking for a short term or a long term result?

In reality, different styles or combinations of styles may be called for at different times, depending on the circumstances, the urgency of the task, what people are expecting of the volunteer, whether the project is at a beginning stage or a later stage, whether one is addressing a long term or short term situation, etc. Sometimes, a volunteer may need to use all four work styles on different days of the week for the same project. Whatever the style, there are consequences for the way a volunteer works. Let's consider some of those consequences by doing the following task:

4. Divide the group into quartets by mixing people with different score preference areas. A way to do this is to ask all people who scored highest in Column A to raise their hands. The count off by four's, then go to Column B, etc., mixing until the groups are fairly equal. Assign the groups the following task: (see trainer note #1 for suggestions to deal with groups that do not break evenly into the 4 columns.)

Small Group
Task
30 Minutes.

(Written up on a flipchart)

- Go back through the inventory you have just taken, choose those questions where members of your group have scored differently

- Discuss two or three of these situations and for each one share the reasons that you scored it the way you did, including the conditions that were present that caused you to score it that way. For example, what people were there, what skills you have, etc. Try to discover what assumptions you are making.

- For each situation, discuss and list what the consequences of your choices may be in terms of the principle of working towards eventual autonomy for the community.

- Be prepared to select one of your cases to present to four other people. You will be asked to give the pros and cons of each choice to an other group.

Two Groups of Four Present A Case 15 minutes.

5. Ask the groups of four to join another group of four and present one case to the other group. After the rationale is given for why the choice is made, the other group should ask questions and critique the choice (for example, if one group decided that in situation #1 the best way to go was choice #1, they should be prepared to present a rationale for why this choice would eventually help the people work towards autonomy: a rationale might be that you decided to tell the people what your approach to their problem would be because you are new to the community and you know that you need to establish credibility if you are ever going to be able to have any influence at all--furthermore, after three years, it is evident that the people do not have the technical expertise to break through the impasse they are in).

Full Group Brainstorm 20-30 minutes.

6. Bring the group together. (a) Ask generally--What are some of the things that came out of your discussion with other small groups? What things did you agree on? Disagree? (b) Ask the group to hlep you fill in the following chart based upon the things they have discovered in their conversations. (Ask for people to give you ideas randomly, clarify these response and then list under the appropriate headings).

What kind of conditions should be present for me to use this work style?	What are the advantages of this work style?	What are the disadvantages?
<u>Direct Service</u>		
1. (Example) No expertise in in community	1. Quick payoff	1. Could create dependency

Demonstration

1. People don't believe something is possible	1. Builds credibility	1. People may think only volunteer can get results.

Organizing With Others

Conditions	Advantages	Disadvantages

Indirect Service

Conditions	Advantages	Disadvantages

Using the Working Style concept to analysis incountry situations 15-20 minutes.

7. Given what you have seen in your training program up to now--

   (a) What preferred working style(s) would you use to describe some of the volunteers you have talked to in-country? What evidence leads you to this conclusion? (Discuss responses to this question for 10 minutes or so, trying to get people to be as specific as possible about why they describe a volunteer in a particular way, what situation(s) that volunteer may force, and so on.)

   (b) Given what you know about your community and work situation, what style do you think might be most effective, at least initially?

Summing Up: Generalizations and Applications 15 minutes.

8. Now that you have had a chance to see how you would approach these kinds of questions both by yourselves and in groups, what are some of the things you can say about working with others in the community that you think are true in general? (List responses on flipchart.)

   - In the specific situation of your work? In the community experiences you have had so are in training, what style would you use?
   - We've discussed this a little above, but how do you think you will be able to find out what style is the best one to use in your volunteer work when you first start on the job? (List ideas.)
   - What style is easiest for you? Why?
   - What style is most difficult? Why?

- What changes do you want to work on over the next month or two that will help broaden your style range?

Closure
5 minutes.

9. Refer back to the goals of the session and check with the group to see to what degree the goals have been met.

Trainer Notes

1. This note refers to step Four where the trainer breaks the group into small groups based on their scores on the WORK STYLE inventory. This procedure assumes a roughly even balance between the 4 columns or typologies--which of course rarely happens! If one group (column B for example) is predominant, it may mean there are two "B's" in each group, and no "D's." The task can still be accomplished as stated--the "B's" may find they differed on particular items, and they could discuss why, or they may have agreed on an item for completely different reasons, which would also be interesting to share and discuss.

2. Another suggestion is to take those who have a high score in one column, and a next highest score in another column that is almost as high as the first, and assign him/her to a group that needs a B or a C or whatever. By their scores, some people could go in two or even three columns--wait until you get a sense of how the scores break out, and then assign these people to "needy" areas (i.e., only two real "A's" in the group, go assign one whose second highest score is "A").

WORKING STYLE INVENTORY

Self-Assessment

Sixteen situations typical of those faced by Peace Corps Volunteers in the past are described below. Four different ways of handling each situation are described next. Select the way of handling each situation which you prefer and assign the number "4" to that choice. Select your next preferred choice and assign a "3" to it. Assign a "2" to the next preferred choice and then a "1" for the least preferred choice. Assign your numerical choices directly on the scoring sheet attached to this Self-Assessment form.

This form is designed to help you assess your own personal preferred style of handling situations which you are likely to face during service as a Volunteer. Later, you will analyze the results yourself and will be given opportunities to try out different ways to handle similar situations.

ASSIGN A "4," "3," "2," or a "1" IN THE ORDER OF YOUR PERSONAL PREFERENCE FOR HANDLING EACH SITUATION DESCRIBED. PLACE YOUR RESPONSES DIRECTLY ON THE SCORING SHEET ATTACHED TO THIS SELF-ASSESSMENT FORM.

Situation #1

You are entering your assigned village to take over an appropriate technology project. The Volunteer you are replacing has already left. The project is three years old. You have had brief discussions with village leadership and get the sense that the project is being received with mixed results. You have been asked to address a meeting of village leaders to introduce yourself. How would you prefer to handle the situation? (Respond on Scoring Sheet!)

Choices:

1. Present your approach to the project and ask for questions and advice.

2. Seek the leadership's view of the project and identify problems.

3. Ask the leaders to describe their goals for the project, as well as other pressing needs the village is facing.

4. Ask the leadership if you can sit in on this meeting and become better acquainted with village needs before addressing a meeting.

Situation #2

You have been assigned to help the largest village cooperative keep their financial records straight and to provide general management assistance to coop leaders. The cooperative is operating at a deficit, and membership is declining. You need to decide how to prioritize your time from the following choices.

Choices

5. Develop a balance sheet and income statement to analyze causes of the deficit.

6. Work with coop manager and bookkeeper to identify causes of deficit and declining membership.

7. Encourage coop leadership to call a membership meeting to discuss the causes of deficit and declining membership.

8. Observe everyday functioning of the coop and informally talk with people who belong and do not belong to the enterprise.

Situation #3

You have been assigned as a teacher in the local trade school in manual arts. A disagreement has arisen among the faculty about whether to emphasize employable skills-training or preparation for advanced training. You are about to attend a faculty meeting to discuss these issues. You are the only expatriate member of the faculty. What is your strategy?

Choices

9. Publicly state your point of view indicating a willingness to listen.

10. Meet with influential faculty and seek to influence them to your point of view.

11. Seek the advice of fellow faculty and follow it.

12. Take no position in public and attend the meeting to listen and learn.

Situation #4

You are assigned to a small vegetable cooperative project which has been underway for several years. There is very high interest in the project among the village at large. However, the local leadership has just decided all coop labor must be assigned to re-building the bridge recently flooded out during the rainy season. This is planting time for the vegetable coop. What would you do?

Choices

13. Persuade the leaders to change their priorities, at least to enable the one-a-year planting in the vegetable fields.

14. Help the leadership identify some alternatives to choosing between the vegetable crop and the bridge.

15. Help the local vegetable coop manager develop strategies to try to get the local leaders to reconsider.

16. Join in and facilitate bridge repair in an effort to complete it in time to also plant vegetable plots.

Situation #5

You are in the last six months of your tour. It is unclear whether you will be replaced by another Volunteer. The local project committee is urging you to be sure to finish a gravity irrigation project before you leave. You are not sure you can complete it is the time allotted. How will you handle this pressure?

Choices

17. Try as hard as you can to complete the project.

18. Lead a planning meeting with the local project committee and staff and try to develop alternative strategies.

19. Concentrate on developing skills in local project staff to enable them to complete the project after your departure.

20. Pass the dilemma on to the local project staff leaders and encourage them to solve the problem and tell you what to do.

Situation #6

A new counterpart has been assigned to your food production project. He/she does not have the connections with local district officials which the previous counterpart had and seems unable to use connections to get needed inputs. If you do not get the needed inputs soon, serious food shortages could result at harvest time. What will you do?

Choices

21. Use your previous associations through the past counterpart to ensure the required inputs are received in time.

22. Develop strategy with new counterpart to provide introductions and contacts to enable him/her to get inputs in time.

23. Ask new counterpart to develop plan to get inputs, and critique plan.

24. Encourage new counterpart to go out and try to figure out how to get needed inputs.

Situation #7

You have taken over an agricultural production project of the "green revolution" type with a "most promising farmer" orientation. There are two very progressive farmers using the new technologies and greatly increasing their cultivated land. Most farmers in the area have not adapted the new practices. The village leadership is predicting scarcity to starvation next year if food production is not greatly increased. Where will you focus your time?

Choices

25. On increasing food productions by whatever means, including using the progressive farmers as "model" farmers for others.

26. Balanced between encouraging the progressives and working directly with more traditional farmers.

27. Organizing traditional farmers and training them in new agricultural practices.

28. Identifying why traditional farmers are not adapting new agricultural practices.

Situation #8

The village to which you have been assigned has a native bee-keeping project going and are highly motivated about it. Your assignment is a general agricultural assignment, but you happen to know quite a bit about bee-keeping and can see some ways to help improve their already successful project. They have shown no interest in using you in that way. How will you respond?

Choices

29. Speak to village and project leaders laying out some of your ideas for improving the project and suggesting change in your assignment.

30. Make a suggestion from time to time, informally, demonstrating your competence in this area.

31. Share your dilemma with your counterpart and seek his/her advice and follow it.

32. Move ahead with your assignment as planned, being alert to any future opportunities to be helpful in an informal way with the bee-keeping.

Situation #9

You are beginning the second year of your two-year teaching contract. You have been able to introduce some innovative methods, and students and fellow faculty have responded will and begun to adapt them. Some students in particular have "blossomed" under your direction. What are your priorities for the next eight months?

Choices

33. Focus on blossoming students and bring more into the fold.

34. Organize special teacher-training seminars to broaden and deepen innovations in curriculum and teacher practices.

35. Seek opportunities to co-teach with counterparts to solidify innovations already adapted.

36. Begin planned withdrawal to lessen dependency on you for sustaining innovations adapted.

Situation #10

You are a health and nutrition specialist assigned to a community clinic with a very vague and general assignment. The needs surrounding you are overwhelming, but you don't know where to begin. The clinic director seems glad to have you, but has provided no specific direction. How will you begin?

Choices

37. Assess your strongest field and make a concrete proposition to the director to clarify your role.

38. Ask for a meeting with the director to mutually explore his/her priorities and ascertain where you can be most helpful.

39. Ask your counterpart(s) if you can observe them for a month in hope of identifying areas where your skills can complement theirs.

40. Conduct a community needs assessment and develop your role in response to community needs.

Situation #11

You are a technician assigned to a well-drilling project in a community where potable water is in short supply. You know how to dig wills and have demonstrated how to do so. However, in this culture, manual labor by men is frowned upon. They are happy to have you dig wells while they watch. What will you do?

Choices

41. Continue digging to model that manual labor is o.k. and, by example, influence local men to join you.

42. Meet with influencial leaders and point out the necessity for potable water and its relationship with health problems in the community.

43. Meet with counterpart(s) and try to get them to help you solve the problem.

44. Stop digging wells and focus your attention on overall community needs and how you might help meet some of those needs.

Situation #12

You have been working as an athletic coach in the community and, under your direction, the community has produced outstanding teams. It is a matter of considerable pride to community leaders, and they have asked you to continue to win. You have noticed little parental involvement, however, and in order to win you have focussed attention on a small number of talented youth. How will you change the situation?

Choices

45. Try to maintain your winning teams, while organizing new teams with more focus on parental involvement among new team members.

46. Call a meeting of existing and new parents and make a condition of your continued coaching, greater parental involvement all around.

47. Seek parental assistance in coaching, organize new teams, and focus your time on training new coaches.

48. Spread your "winners" among newly organized teams, minimize importance of "winning" and concentrate on parental involvement to identify new needs.

Situation #13

Your counterpart is becoming increasingly dominating during project committee meetings. As his/her conficence and skill has grown, you have gladly given more responsibility to the counterpart. But, it seems to you other committee members are becoming more withdrawn from the project. You want to build a strong project team, rather than just one strong counterpart. What should you do?

Choices

49. Raise the issue directly with the counterpart and offer to lead the next committee meeting to demonstrate participative leadership skills.

50. Provide help in planning the next meeting and make some specific suggestions to the counterpart about how to modify leadership behavior.

51. Watch for opportunities to provide feedback, ask the counterpart questions about how she/he thinks meetings are going, and reinforce participative behavior.

52. Leave the situation alone and count on the committee to call the counterpart on dominating behavior, then reinforce and offer to help.

Situation #14

You have just been assigned to a project which is a mess. Your counterpart appears to have opened a small shop for a second income and is not showing up for project work. Community leaders are unhappy because the project was begun with a lot of enthusiasm. They have asked you to take over and straighten it out. How will you proceed?

Choices

53. Take over and straighten out the project first, then deal with the counterpart problem later.

54. Confront the counterpart with his/her behavior and provide ongoing consultation until both problems are more manageable.

55. Present counterpart with pressing project problems and ask him/her to suggest solutions and plans to implement solutions.

56. Call meeting with leaders and counterpart and facilitate a problem-solving session as first step toward project reorganization.

Situation #15

You are working in a community with another volunteer. You have just become aware that the other volunteer has deeply offended the leaders because of dress-code behavior. The level of distress in the community is rising and inhibiting the success of both of your assignments. How will you handle this?

57. Speak to the other volunteer immediately and strongly suggest she/he change inappropriate behavior.

58. Consult with the other volunteer and try to understand reasons for the behavior in a mutual problem-solving manner.

59. Bring influential community leader(s) and the other volunteer together to mutually explore problem and solutions.

60. Encourage local leaders to go to volunteer on their own and offer to be available if they need help.

Situation #16

Your counterpart is moderately skilled and experienced and moderately interested in your project. She/he does not see the project as advancing her/his own career. The village, however, is vitally interested in the project. How would you handle this situation?

Choices

61. Try to get counterpart reassigned, and temporarily take over direction of the project until a new person is assigned.

62. Spend time with counterpart trying to identify ways in which his/her role in the project can both meet project goals and career aspirations.

63. Work with counterpart on career goals and help her/him develop strategy for pursuing them, including leaving project if appropriate.

64. Facilitate a meeting between community leaders and counterpart to see if they can come up with a mutually satisfactory solution to the problem.

SCORING SHEET

(A)	(B)	(C)	(D)
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.
41.	42.	43.	44.
45.	46.	47.	48.
49.	50.	51.	52.
53.	54.	55.	56.
57.	58.	59.	60.
61.	62.	63.	64.
Total _____	Total _____	Total _____	Total _____

Instructions:

Enter your responses for each of the 16 situations above. Assign a "4" to your first choice, a "3" to your second choice, a "2" to your next choice, and a "1" to your last choice in each situation.

When you have responded fully to each set of choices, total the numbers vertically in each column.

SESSION #5 Time: 1 Hour, 55 Minutes

INFORMATIONAL AS A DEVELOPMENT TOOL: PART II

Goals

1. To develop and refine skills of information filtering.

2. To review progress of trainees plans of inquiry developed in Part I

Overview/Rationale

This provides one of the key building blocks for the development worker. The material learned here should be re-inforced at every opportunity by the trainer. A copy of the "filter" should be put on a poster and displayed throughout the training for easy reference. The use of information, and the gathering of it is at the essence of development work. It is not a simple matter for it encompasses perception, judgement and knowing. For purposes of this presentation, however, a simple practical device is used which leads to these complexities.

This session provides the follow-up to the "plan of inquiry" which was developed in Session #3. It should follow that session within two to three weeks. The primary focus of this session is dealing with the information which trainees have gathered in the interim. It also provides a key model for dealing with information in development work.

Procedures

Climate Setting 10 minutes.

1. Ask a few questions about their progress on their plans of inquiry

   "How's it going?"
   "What's the most interesting thing you've found out?"
   "What's the biggest problem you have run into?"

   Use their responses to lead into the goals. Perhaps something like the following -- "It's obvious you have all been working on your plans, gathering information and learning about your assignment areas. Why don't you take out your plans now. Let's share some specific examples from your plans that indicate what you have learned."

   Take 2 or 3 examples, and then begin the process of asking information filtering questions. A typical interchange might be as follows:

   Participant: "I learned that it is inappropriate to eat with your left hand."

   Trainer: "How did you learn that?"

Participant: "I observed at many meals that no one used their left hand, and I had heard that before anyway."

Trainer: "Who had you heard that from."

Participant: "From a couple of people at my university back in the States."

Trainer: "Had those people been here before or --"

Participant: "No, but they had been to Nigeria, and they said most people in Africa had the same eating habits."

Trainer: "How valid do you consider those sources now?"

Participant: "Well, I have seen it myself now."

Trainer: "So the data you have observed yourself validates what you heard back at university. What about testing with others here, to make sure you haven't just seen some idiosyncratic behavior."

Participant: "What do you mean?"

Trainer: "Have you checked it out with other trainees here? How many of you (to the rest of the group) have observed a similar phenomena? Has anyone observed someone eating with both hands? In what situations ... "and so on."

Although this example is rather simplistic, it should give you as trainer an idea of the kind of role you need to play during this interchange. It should not take on a "You're wrong" tone, or a "Why didn't you think of that" tone: Rather, it should be one of gentle, but serious, probing to begin to help trainees pick up the skills involved in filtering information.

Next, make a linkage to Part I, and to the goals, perhaps as follows: "We'd now like to take a close look at developing some skills at filtering the information you have come up with. Remember, in Part I of this session we did ... and the goals were the following ... for this session the goals are..."

Goal Sharing
5 minutes.

2. Share goals

Intro
Lecturette
20 minutes.

3. Explain the information filter using drawn diagrams (see Figure 1 and Figure 2 attached) and the following lecturette notes:

-All of us collect and sort information all of the time. This is the way we attach meaning to all of the bits and pieces of data which we receive.

-Information in its pure form is just a sense impression. Until we put the information into some sort of framework, it has little meaning. The process of creating meaning can be called "filtering". (Refer to Figure 1)

-Most of us have so many ready-made filters and frameworks that we automatically fit information into our pre-conceptions. These pre-conceptions (hypotheses) are all culturally determined and learned. Meaning for you may or may not coincide with other peoples' meaning. (Give an example from your own experience.)

-It is the task of the development worker to continually deal with information. Sometimes we need to try and shake ourselves out of our set way of seeing things in order to find out what is really happening. We need to look at information from all sides- our's and other's. The information given to us by others is also given through a set of filters as well. For example, some people may tell you what they think you ought to hear to be polite.

-Trying to filter informaion is one way of making us stop and think. It will help deal with the question "How do I know when I know" that was mentioned in Part I of this session. It is so easy to make assumptions, believing whatever we hear as automatic truth. It is especially easy to believe volunteers who have been in the field for a while. After all, they <u>have been there</u>, and they <u>are</u> PCVs ... yet indeed they may not be very good sources of information for a variety of reasons..

Refer to the figure (Fig. 3) and go over the questions on the chart and use the examples below:

<u>Question</u>	<u>Examples of mistakes</u>
1. What am I really asking? What do I really want to know? Is this the right question to ask?	1. Asking people if they eat well instead of asking them what they do eat when you want to find out about nutrition.
2. Is this the best source?	2. Asking a ministry official what the conditions are like in an outlying district, instead of asking several people from the village.

3.	How do I know if the information is correct?	3. Before making assumptions, attempt to verify it, e.g., believing another volunteer who got the information from a "friend" and swears it is true. Consider the source.
4.	What do I do with the information I get?	4. Making decisions on limited data, even when verified, without waiting to see if more information might surface which could change the meaning.

Small Group Task
30 minutes.

3. Ask trainees to divide into small groups of 4 according to assignment areas (or if the group consists of one assignment area, they can be divided randomly) and go over the information they have collected so far in their assignment area plan of inquiry applying the "filter" questions. Tie this into some of the helping skills or consultation skills sessions that may have already occurred in the program. Say that the aim of this is to provide support to one another by listening closely, and applying different parts of the filter where appropriate.

Process
20 minutes.

4. Ask for an example or two from each group about how an element of the filter was applied during their discussion. Ask more specifically for some examples of things that may not have come up (for example, if no one mentions using wrong sources of information, or inappropriate sources, ask if anyone had trouble with this). Ask for examples of ways individuals might do things differently based on their small group work. Take 3 or 4 examples. Finally, ask people if their colleagues were helpful during group work .... What specific things were particularly helpful, what were not.

Generalize
10 minutes.

5. Ask what people have learned generally about the whole plan of inquiry process (Parts 1 and 2).

Application: Individual Task
20 minutes.

6. Give individuals a chance to update their plans of inquiry based on their work in this session, and add/subtract anything they want. They might jot down in the margins of their plans some of the filters they have identified as their own that they will have to contend with as they gather information.

Trainer Notes

1. This assumes that no more than three weeks has gone by since Part I of this session was done. An ideal time would be about two weeks. It also assumes a training program with a "normal" mix of activities -- some language training, technical training, RVDWs and cross-cultural work. This would not work as well if trainers spent the intervening time between Part I and Part II in a total language immersion program. But it will work with almost any other configuration, and trainees must learn to develop information gathering skills as they go about their daily lives (this point was stressed in Part I, and may need re-emphasis during this session).

2. There may be some confusion between the information gathering model given in Part I and the information filtering model which this session focuses on. They are not the same thing, although there are similarities. One can use the information filtering model to check up on, and sharpen, the work done with the model in Part I. It also introduces the concepts of validation, checking sources and critical examination of data.

3. One suggestion that may prove helpful to you when you explain the information filtering process is the following. We all have filters -- some of the more obvious are as follows:

   * Racial bias
   * Sexual bias
   * Language
   * "Types" of people I instantly like

   The filtering process will help you identify and deal with these. In addition, it will help you begin to deal with some of the less obvious filters, such as the following:

   * Different cultural values which affect approaches to problem solving

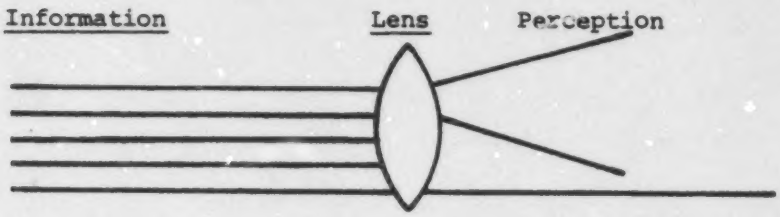
   * Differing importance of relationships when compared to task accomplishment

   * Varied values about development

   These latter filters will be just as important to PCVs work as the former, but they are often subtle and easy to miss. Using skills involved in information filtering should help uncover the more subtle filters we all have also.

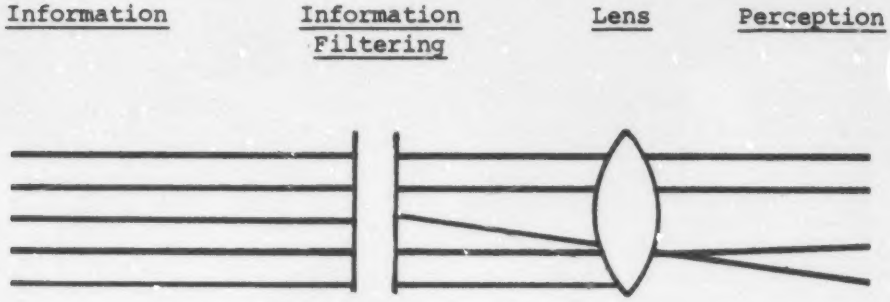
Figure 1

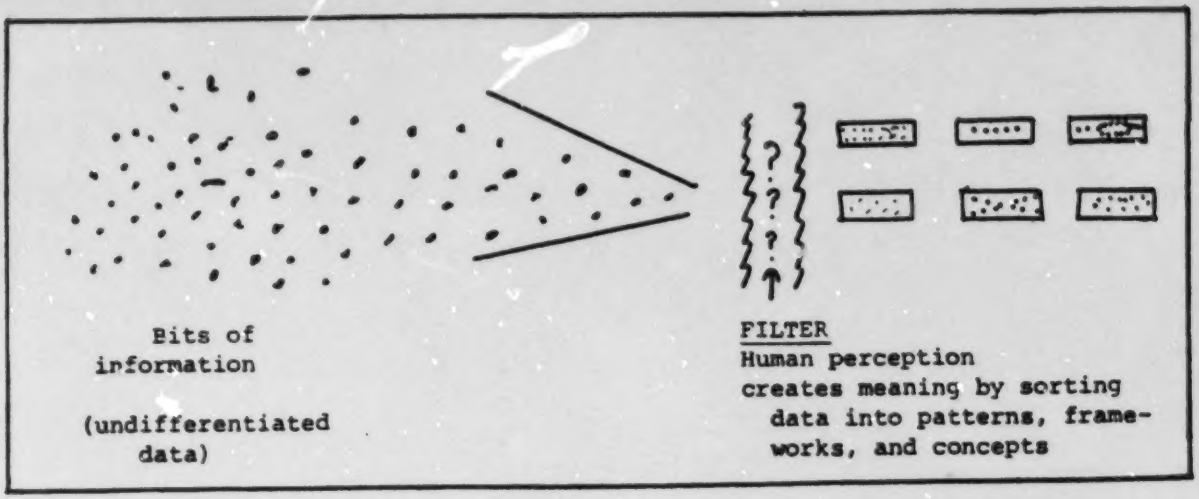
You may also wish to view the information filtering process by using a lens.



As you notice, some information goes in, but is refracted, some gets straight in, and some is not seen, or reflected. Part of the distortion is caused by our own filters -- whether we know it or not -- and our own filters are effected by our personality and our culture.

The filtering process may make it possible to "let" more information through with less distortion.




Bits of information
(undifferentiated data)
FILTER
Human perception creates meaning by sorting data into patterns, frameworks, and concepts

Model of the Process of Filtering Information

Figure 2

1. What am I really looking for?

   --What do I really want to know?
   --Is this the right question to ask?

2. Is this the best source?

   --Is this the right person to seek information from; the right place to observe? The right document or book to read?

3. How do I know if the information is correct?

   --Can I verify the information or check it out?
   --Do others perceive the same information in the same way?
   --What is really going on?

4. What do I do with the information I Get?

   --Can I apply it?
   --Did I write it down for future reference?
   --Should I wait for more facts?
   --What can I do when I discover there are two or three apparently equal "truths" to explain a particular phenomena?

DEVELOPMENT WORKER'S FILTER FIGURE 3

SESSION #6 Total Time: 2 Hours, 45 Minutes

PROBLEM SOLVING---INDIVIDUAL APPROACHES

Goals

1. To explore the range of individual approaches to problem solving

2. To define problem solving as a process

3. To relate problem solving to volunteer work in development.

Overview

Problem solving is often seen as a mysterious process. When it is presented, it is often described as a rational, "one way" approach that planners use. This approach is a linear, step by step, one, two, three approach. Unfortunately, linear, mathematical thinking does not appeal to all people, and the applicability of this approach is hard to transfer to people who prefer other ways to go about solving problems. In this session, we attempt to make problem solving a flexible, useful tool by recognizing that there are many legitimate ways to approach problems, depending on the problem solving preference and style of the individual: The basic principle is "who cares how you get there as long as you arrive."

The session is structured with some introductory remarks about problem solving, and makes the point that there are a variety of ways to solve problems and it defines the essence of problem solving. This is followed by a Personal Style Inventory which is a personal profile designed to determine the preferred way that people like to think and act. After this determination is made, people who have similar style preferences are grouped together and asked to define and solve a problem in whatever way best serves their purpose. The experience is then discussed, drawing out what people have learned and relating problem solving to volunteer work in cross cultural settings.

Procedures

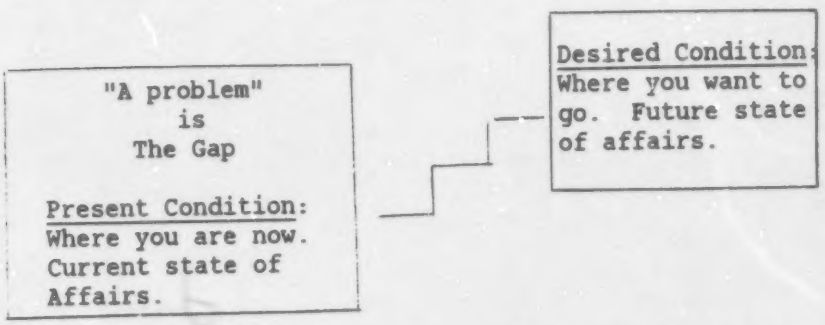
Climate Setting, Goals 10-15 minutes.

1. Open the session with some remarks such as the following: When the subject of problem solving is discussed and presented, it is often the case that images come to mind of the planner or the scientist making big charts . . . and this is one way to approach the subject. The fact is that people have been solving problems for centuries in all kinds of ways. You have been solving problems all of your life as well. Perhaps you have not considered what you do when you solve a problem, but if you think about it you probably have your own way of "getting where you want to go" and it works for you with varying degrees of success. Let's take a couple of examples. Who would like to share the process

you use when you attempt to identify and solve a problem -- perhaps giving an example? (If there is hesitation, trainer should give an example from his/her experience.) Take 2-3 examples, acknowledge variety and move on. What we want to do in this session . . . (state the goals of the session, which are written up on a flip chart).

Defining problem, problem identification and problem solving 5-10 minutes.

2. Before we get into individual styles of problem solving, let's first consider what a problem is (refer to the diagram below which is drawn out on a flip chart):



By describing where you are now and where you want to go, you, in fact, define what the problem is. One of the traps in problem solving for many people is to be unclear about accurately defining the problem. In its simplest form, a problem can be identified as the gap (or discrepancy) between where you are and where you want to go. If we talk in terms of problems in a community setting, the same definition applies. What is the "way things are" and what is the "way things ought to be?" The process of determining the way things are (current conditions) is a part of problem identification. The process of defining the way things ought to be (setting goals or describing "desired conditions") is also a part of problem identification. All of the things that are done to "get there" (designing a strategy) is part of problem solving. Obviously each major part of problem solving can be arrived at in countless ways. Before getting into some of those ways, let's take some time to find out what our own preferred way of thinking, approaching the world, and interacting is. To do this we have an instrument which will perhaps give you some insight into the way you think about problems. The way you think and approach problems will help you understand why problem solving can be done in so many ways.

Hand Out and Do Inventory 15 Minutes

3. Give the participants only the (attached) personal style inventory. (Save the score sheet, the introduction and the interpretation sheet for the discussion afterwards). Give the instructions as outlined in the inventory for administering it.

Scoring and Interpreting
15 minutes

4. Hand out the scoring sheet, and carefully go over how to score the inventory (it is easy to get mixed up, so check often). After scoring, hand out the interpretation sheets and give people time to read them. Highlight some of the major characteristics of each style (e.g., perceiving-judging).

Group the Activity
20 minutes

5. After the whole group has read their own profile and characteristics of the other basic typologies, ask them to spend some time talking with other people in the group individually by trying to guess what others might have scored. To do this, you might suggest that people choose one person they think they know well, then go up to him or her and guess whether they scored higher on introvert or extrovert, or perceiver-judger, and so on. (Share the reasons to support the guess at the other person's score.) Then they should choose a person they don't know too well and do the same. They should mill around from person to person until they have talked with four or five people. This will give them some familiarity with the other typologies.

Full Group Discussion
10-15 minutes

6. Bring the group back together and ask if there are any questions about the different types. The following basic points can often be made in response to questions:

- There is no right or wrong way to be
- Each way of being has both strengths and weaknesses
- When people approach problems they bring the strengths and weaknesses indicated by their profile
- Like minded people often seem to hit it off and can work easily together, but may suffer from the same blind spots
- People can move towards (learn) balance in each dimension by learning and experience. In fact, people often change with circumstances.

Form Work Groups For Problem Solving
5 minutes.

7. "Now that we have had a chance to discuss some of the different ways that people think and act, let's see if this has any effect on the way people solve problems."

Divide the group into six work groups according to which dimention they have the highest score:

- Perceiving
- Judging
- Intuitive

- Sensing
- Thinking
- Feeling

If they are equal on all of these (highly unlikely), ask them to seek any group they want. Note that we are not forming groups on the introvert-extrovert dimensions because these qualities do not relate as directly to problem solving as the others. If any one group is too big, divide that group in half.

Small Group Task
30 minutes

8. Give the groups the case listed below and ask them to do the following in any way or in any order they feel is right for them:

   A) Decide what the current situation is

   B) Decide what you want to change or where you want to go with the situation

   C) Decide how you plan to get where you want to go (define a strategy).

   Ask them to appoint a recorder/reporter so that their work can be presented to the rest of the group later.

Small Group Presentation
45 minutes

9. Ask each group to present its answers to the task following the format questions, giving their definitions of the problems and proposed solutions. Give each group 5-10 minutes to present. Compare and contrast as the groups present. As the 3 groups present, ask the ensuing groups to present things in their reports which are different from prior reports, or add to them.

Small Group
10 minutes.

10. Ask the small groups to reconvene and discuss:

    - How did your group approach the task? I.e., what did you do first: For example, did you decide you needed more information? Did you lay out 4 possible alternatives? Did you decide on an immediate solution, then look for ways to justify it?

Full Group Reactions
10 minutes

11. Bring the small groups back together and ask them:

    - What were the most important characteristics your group had as it approached problem solving?

    - What gaps in the problem solving process do you think your group had because of its style?

Analysis of Problem Solving Styles
20 minutes

12. After all the groups have presented, conduct an analysis of problem solving styles and approaches based upon what the group has done by answering the following question (and adding more of your own):

- What are the differences and similarities between the different approaches to problem solving you have observed

- What are some of the traps that the different styles have to be aware of in problem solving? What are some of the benefits of the different styles?

- What is problem solving?

Applications to the training program and to Volunteer Work 20 minutes.

13. Conduct a brief discussion on how the results and generalizations made above can be applied to the task of working as a volunteer with people from another culture by asking:

- What are some of the implications of all of this to working with the people of (x country)? For example what have you seen so far in training? Is there a general cultural style involved in approaches to problems here? What is it? What do you base that conclusion on?

- From what you know this far into your training program, how well do you think your personal style will mesh with your host country counterparts?

- If you think you or others may have particular blind spots in problem solving, how will you compensate?

- In general, what things will you need to take into account to be effective in solving problems as a volunteer?

Closure 5 minutes.

14. Review the goals of the session with the group and check to see what degree they have been attained. Make a linkage to the next session: "In the next development work sessions we are going to continue this theme and consider its application to project planning and project management and the applications of development work, which is really an applied form of problem solving. This will be done in a "development work" conference near at the end of training.

In addition, urge people to observe how individuals in the host country go about solving problems. Ask the trainees to keep some notes over the next couple of weeks, seeing if they can spot problem solving styles using the model learned in this session. We'll pick them up again in the development work conference.

SITUATION

You are a volunteer assigned to a small village in a rural area. Your village has a number of neighboring villages within an hour or two walking distance. You have been in your site now for four months assigned to work in the project area for which you are now being trained (e.g., education, health extension, food production, etc.). You think you have been well received by your village and have established good relations with village leaders and counterpart workers in your project area.

In fact, your reputation has spread to neighboring villages as the "foreigner who can get things done." You are asked to come and meet with the village elders of a neighboring village who want your assistance. You meet with the elders, and after appropriate ceremonies they begin to tell you of their problems and needs. In the course of this visit and several subsequent visits you find out the following:

- The village is very poor
- People survive from making charcoal and selling it for income
- Subsistance gardening supplements the food supply
- There are about 500 people in the village
- There are health problems caused by poor nutrition, lack of clean water for drinking and hygiene
- There is enough land to grow more food and even produce commercial crops but water would need to be developed from wells or brought in by canal and pumping from a river 10 kilometers away
- Many people have transistor radios.
- The community says they want to build a school so that the ministry of education will give them a teacher
- The community has no history of working together on a project before
- The young people are leaving the village and going to the cities. Few come back, some send a little money to help their families
- Chickens in the village are rather expensive, and tough unless cooked a long time.
- About 50 percent of the village is fifteen years or below in age
- There are a few animals, goats, pigs, and chickens which forage for food. They are used occasionally for food.

- There are no roads going to the village which can be used by vehicles. Mules are used to carry goods in and out, or people carry goods on their heads.

- You have met enough people in the village to know who the leaders are and you know about twenty or so of the children.

The elders have requested your assistance. They wish to have greater opportunity for income producing activities in the village. More specifically, they have heard the Americans have developed a simple process for developing charcoal faster and more cheaply than they are able to. They ask if you will teach them the process, and what other ways can you be useful in producing income for the village.

What's the problem? What strategies could be used to solve it?

PERSONAL STYLE INVENTORY

R. Craig Hogan and David W. Champagne

Everyone brings to interactions a headful of assumptions, values, and needs that engender either congenial, comfortable, productive discussion or frustrating, conflicting, unproductive argument (or, worse, silent uncooperation) that reflects the prejudices and needs of the participants rather than the real issues.

When people who interact daily understand their own values and assumptions that affect their thinking and interaction, they will more likely be tentative about the ideas and suggestions they advance, seeing them as ideas they value rather than as commandments carved in stone. They also will be more able to accept the ideas or actions of others that differ from their own, realizing that these, too, are the result of the values and assumptions of others.

THE INSTRUMENT

The 32-item Personal Style Inventory is designed to measure a person's Jungian typology, a construct first described by Jung (1921) and then later elucidated by Myers (1962). Hogan (1979) has recently completed a manual to accompany the inventory, explain the typology, and suggest uses for it in various human organizations.

The purpose of the Personal Style Inventory is to enable training participants to identify their personality typologies so that they can learn to understand better the influence of personality style on their thoughts and actions and on the thoughts and actions of those with whom they interact. The inventory will also help them identify strengths and weaknesses in their own styles of thinking and acting as reflected in their personality typologies.

THE TYPOLOGY

There are four pairs of dimensions in the typology. Every person exhibits both dimensions of each pair in thought and action, but for each person one dimension of each is used more often, is more comfortable, and has given rise to a greater number of beliefs, values, and cognitive skills congruent with it than has the other member of the pair. The stronger dimension consequently characterizes the person's outlook, personality, and thought processes. As a result, a person's typology of preference for four of these dimensions (one from each of the four pairs) can be determined, and predictions about values, beliefs, and behavior can be made based on the resulting typology.

When participants understand how profoundly the dimensions in the typology affect their values, choices, assumptions, beliefs, decisions, thoughts, and behavior and those of their spouses, colleagues, superiors, subordinates, students, and instructors, then they can begin to realize that the statements and actions that they and those around them live by are the result of different views of the world, not right or wrong thinking. The points of view of other people, and the people themselves, can be more easily understood and accepted.

(The four pairs of dimensions as well as their strengths and weaknesses and some generalizations and implications based on the typology are further described on the Personal Style Inventory Interpretation Sheet following the instrument.)

DEVELOPMENT OF THE INSTRUMENT AND VALIDITY DATA

The ideal method of determining validity would be to have a Jungian therapist interview and assign types to a sample of subjects, have the subjects fill out the inventory, and then compare resulting typologies. Instead, the authors elected to gather enough data to indicate that the inventory has reasonable accuracy through an analogous procedure in which higher-education faculty members judged their own typologies.

Higher-education faculty members in small groups filled out the inventory without scoring it and then were taught the characteristics of the dimensions in the Jungian typology. After instruction about each pair of dimensions, the individuals were asked to assign a score to each member of the pair to indicate the strength of each in their Jungian typology. When estimates had been made for all four pairs of dimensions, the inventories were scored, and the scores were compared with the faculty members' estimated scores. It was assumed that if the correlations were high, the inventory was a reasonably valid measure of Jungian typology that could be used in workshops for which research accuracy is not necessary. This procedure was repeated a number of times with small groups of faculty members as the inventory was revised and refined.

Pearson correlations comparing inventory scores and participant estimate scores for the last groups of faculty involved in workshops (n=20) were .60, .74, .66, and .61 for the four areas measured by the typology. Phi correlations comparing resulting dimensions of the typology estimated by the faculty members and obtained from the inventory (either one dimension or the other of each pair) resulted in correlations of .78, .55, .90, and .71.

The authors decided that these validity correlations, obtained in the situation of having to train people to discriminate personality styles in themselves in a short period of time, were sufficiently high to suggest that the survey can be used with confidence when participants also learn about the dimensions so that they can assess the accuracy of the instrument's indications of typology. Actual results were that 60 percent estimated all four dimensions of the typology the same as the inventory indicated, 90 percent indicated three of the four the same, 95 percent indicated two of the four the same, and 100 percent indicated at least one of the dimensions the same as did the inventory.

SUGGESTED USES

The inventory is best used with groups in which participants have the opportunity to discuss with others their differences in styles and preferences. The Jungian typology has gained acceptance in a wide variety of fields, including business, education, counseling, criminal justice, health, engineering, and religion. Interactions among people in any setting will benefit when those interacting understand the style differences that result in conflict or in weak, ineffective decisions.

A Helpful Workshop Procedure

The following sequence may be useful for the facilitator.

1. Introduce the need to understand and consider values that are based on personality styles.
2. Give out the inventory and have participants fill it out.

3. Explain each pair of dimensions in turn and ask participants to estimate whether they feel themselves to be more like one dimension or the other.
4. Have participants score the survey.
5. Then have participants examine the descriptions of the typology dimensions that are different from their own and discuss the results of the inventory with people who have the same and different typologies.
6. Discuss the implications for interaction in the participants' own settings.

ADMINISTRATION

The inventory is self-administering and self-scoring. It takes about ten minutes to fill out and five minutes to score. The facilitator needs to remind participants of the following points:

1. Fractions are not permitted.
2. Scores for each pair must add up to 5.
3. Participants should mark items to indicate the way they actually are rather than the way they would like to be and the way they are when not under duress rather than when pressured to act in a particular way.
4. Participants should check their scores after writing them down.

It is important, also, to explain to participants that the inventory is only an indication of typology and that the final determination of personal style and values must be made by each individual.

REFERENCES

Jung, C. G. Personality types. *Collected works* (Vol. VI). NJ: Bollingen Press, 1921.

Myers, I. B. *The Myers-Briggs type indicator manual.* Palo Alto, CA: Consulting Psychologists Press, 1962.

Hogan, R. C. *Learning to love our differences.* Unpublished manuscript, 1979.

R. Craig Hogan, Ph.D., is an assistant professor and curriculum specialist at the University of Health Sciences, the Chicago Medical School, Chicago, Illinois. He was previously an educational development consultant, McMaster University, Hamilton, Ontario, Canada, and curriculum coordinator at the University of Pittsburgh. Dr. Hogan's interests are higher education curriculum and instruction, self-instruction, applications of Jungian typology to interactions, clinical supervision of instructors in health education, and training of supervisors of instructors.

David W. Champagne, Ed.D., is an associate professor of curriculum and supervision, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania. He regularly serves as a consultant to school districts and other organizations in the United States and Canada in the areas of supervision, organization development, curriculum development, in-service education, and staff development. He is the author of several books on parent education, individualization of instruction, and supervision and management.

PERSONAL STYLE INVENTORY

R. Craig Hogan and David W. Champagne

Just as every person has differently shaped feet and toes from every other person, so we all have differently "shaped" personalities. Just as no person's foot shape is "right" or "wrong," so no person's personality shape is right or wrong. The purpose of this inventory is to give you a picture of the shape of your preferences, but that shape, while different from the shapes of other persons' personalities, has nothing to do with mental health or mental problems.

The following items are arranged in pairs (a and b), and each member of the pair represents a preference you may or may not hold. Rate your preference for each item by giving it a score of 0 to 5 (0 meaning you *really* feel negative about it or strongly about the other member of the pair, 5 meaning you *strongly* prefer it or do not prefer the other member of the pair). The scores for a and b MUST ADD UP TO 5 (0 and 5, 1 and 4, 2 and 3, etc.). *Do not use fractions such as 2½.*

I prefer:

1a.____ making decisions after finding out what others think.

1b.____ making decisions without consulting others.

2a.____ being called imaginative or intuitive.

2b.____ being called factual and accurate.

3a.____ making decisions about people in organizations based on available data and systematic analysis of situations.

3b.____ making decisions about people in organizations based on empathy, feelings, and understanding of their needs and values.

4a.____ allowing commitments to occur if others want to make them.

4b.____ pushing for definite commitments to ensure that they are made.

5a.____ quiet, thoughtful time alone.

5b.____ active, energetic time with people.

6a.____ using methods I know well that are effective to get the job done.

6b.____ trying to think of new methods of doing tasks when confronted with them.

7a.____ drawing conclusions based on unemotional logic and careful step-by-step analysis.

7b.____ drawing conclusions based on what I feel and believe about life and people from past experiences.

Copyright © 1979 by D. W. Champagne and R. C. Hogan. Reprinted with permission of the authors from the privately published book *Supervisory and Management Skills: A Competency Based Training Program for Middle Managers of Educational Systems* by D. W. Champagne and R. C. Hogan. This material may be freely reproduced for educational/training/research activities. There is no requirement to obtain special permission for such uses. However, systematic or large-scale reproduction or distribution—or inclusion of items in publications for sale—may be done only with prior written permission of the author.

University Associates

8a. ____ avoiding making deadlines.

8b. ____ setting a schedule and sticking to it.

9a. ____ talking awhile and then thinking to myself about the subject.

9b. ____ talking freely for an extended period and thinking to myself at a later time.

10a. ____ thinking about possibilities.

10b. ____ dealing with actualities.

11a. ____ being thought of as a thinking person.

11b. ____ being thought of as a feeling person.

12a. ____ considering every possible angle for a long time before and after making a decision.

12b. ____ getting the information I need, considering it for a while, and then making a fairly quick, firm decision.

13a. ____ inner thoughts and feelings others cannot see.

13b. ____ activities and occurrences in which others join.

14a. ____ the abstract or theoretical.

14b. ____ the concrete or real.

15a. ____ helping others explore their feelings.

15b. ____ helping others make logical decisions.

16a. ____ change and keeping options open.

16b. ____ predictability and knowing in advance.

17a. ____ communicatir g little of my inner thinking and feelings.

17b. ____ communicating freely my inner thinking and feelings.

18a. ____ possible views of the whole.

18b. ____ the factual details available.

19a. ____ using common sense and conviction to make decisions.

19b. ____ using data, analysis, and reason to make decisions.

20a. ____ planning ahead based on projections.

20b. ____ planning as necessities arise, just before carrying out the plans.

21a. ____ meeting new people.

21b. ____ being alone or with one person I know well.

22a. ____ ideas.

22b. ____ facts.

23a. ____ convictions.

23b. ____ verifiable conclusions.

24a. ____ keeping appointments and notes about commitments in notebooks or in appointment books as much as possible.

24b. ____ using appointment books and notebooks as minimally as possible (although I may use them).

25a. ____ discussing a new, unconsidered issue at length in a group.

25b. ____ puzzling out issues in my mind, then sharing the results with another person.

26a. ____ carrying out carefully laid, detailed plans with precision.

26b. ____ designing plans and structures without necessarily carrying them out.

27a. ____ logical people.

27b. ____ feeling people.

28a. ____ being free to do things on the spur of the moment.

28b. ____ knowing well in advance what I am expected to do.

29a. ____ being the center of attention.

29b. ____ being reserved.

30a. ____ imagining the nonexistent.

30b. ____ examining details of the actual.

31a. ____ experiencing emotional situations, discussions, movies.

31b. ____ using my ability to analyze situations.

32a. ____ starting meetings at a prearranged time.

32b. ____ starting meetings when all are comfortable or ready.

PERSONAL STYLE INVENTORY SCORING SHEET

Instructions: Transfer your scores for each item of each pair to the appropriate blanks. Be careful to check the a and b letters to be sure you are recording scores in the right blank spaces. Then total the scores for each dimension.

Dimension I		Dimension E	
Item		*Item*	
1b. _____		1a. _____	
5a. _____		5b. _____	
9a. _____		9b. _____	
13a. _____		13b. _____	
17a. _____		17b. _____	
21b. _____		21a. _____	
25b. _____		25a. _____	
29b. _____		29a. _____	
Total I _____		Total E _____	

Dimension N		Dimension S	
Item		*Item*	
2a. _____		2b. _____	
6b. _____		6a. _____	
10a. _____		10b. _____	
14a. _____		14b. _____	
18a. _____		18b. _____	
22a. _____		22b. _____	
26b. _____		26a. _____	
30a. _____		30b. _____	
Total N _____		Total S _____	

Dimension T		Dimension F	
Item		*Item*	
3a. _____		3b. _____	
7a. _____		7b. _____	
11a. _____		11b. _____	
15b. _____		15a. _____	
19b. _____		19a. _____	
23b. _____		23a. _____	
27a. _____		27b. _____	
31b. _____		31a. _____	
Total T _____		Total F _____	

Dimension P		Dimension J	
Item		*Item*	
4a. _____		4b. _____	
8a. _____		8b. _____	
12a. _____		12b. _____	
16a. _____		16b. _____	
20b. _____		20a. _____	
24b. _____		24a. _____	
28a. _____		28b. _____	
32b. _____		32a. _____	
Total P _____		Total J _____	

PERSONAL STYLE INVENTORY INTERPRETATION SHEET

Letters on the score sheet stand for:

I—introversion	E—extroversion
N—intuition	S—sensing
T—thinking	F—feeling
P—perceiving	J—judging

If your score is:	the likely interpretation is:
20-21	balance in the strengths of the dimensions
22-24	some strength in the dimension; some weakness in the other member of the pair
25-29	definite strength in the dimension; definite weakness in the other member of the pair
30-40	considerable strength in the dimension; considerable weakness in the other member of the pair

Your typology is those four dimensions for which you had scores of 22 or more, although the relative strengths of all the dimensions actually constitute your typology. Scores of 20 or 21 show relative balance in a pair so that either member could be part of the typology.

DIMENSIONS OF THE TYPOLOGY

The following four pairs of dimensions are present to some degree in all people. It is the extremes that are described here The strength of a dimension is indicated by the score for that dimension and will determine how closely the strengths and weaknesses described fit the participant's personality.

Introversion—Extroversion

Persons more introverted than extroverted tend to make decisions somewhat independently of constraints and prodding from the situation, culture, people, or things around them. They are quiet, diligent at working alone, and socially reserved. They may dislike being interrupted while working and may tend to forget names and faces.

Extroverted persons are attuned to the culture, people, and things around them, endeavoring to make decisions congruent with demands and expectations. The extrovert is outgoing, socially free, interested in variety and in working with people. The extrovert may become impatient with long, slow tasks and does not mind being interrupted by people.

Intuition—Sensing

The intuitive person prefers possibilities, theories, gestalts, the overall, invention, and the new and becomes bored with nitty-gritty details, the concrete and actual, and facts unrelated to concepts. The intuitive person thinks and discusses in spontaneous leaps of intuition that may leave out or neglect details. Problem solving comes easily for this individual, although there may be a tendency to make errors of fact.

The sensing type prefers the concrete, real, factual, structured, tangible here-and-now, becoming impatient with theory and the abstract, mistrusting intuition. The sensing type thinks in careful, detail-by-detail accuracy, remembering real facts, making few errors of fact, but possibly missing a conception of the overall.

Feeling—Thinking

The feeler makes judgments about life, people, occurrences, and things based on empathy, warmth, and personal values. As a consequence, feelers are more interested in people and feelings than in impersonal logic, analysis, and things, and in conciliation and harmony more than in being on top or achieving impersonal goals. The feeler gets along well with people in general.

The thinker makes judgments about life, people, occurrences, and things based on logic, analysis, and evidence, avoiding the irrationality of making decisions based on feelings and values. As a result, the thinker is more interested in logic, analysis, and verifiable conclusions than in empathy, values, and personal warmth. The thinker may step on others' feelings and needs without realizing it, neglecting to take into consideration the values of others.

Perceiving—Judging

The perceiver is a gatherer, always wanting to know more before deciding, holding off decisions and judgments. As a consequence, the perceiver is open, flexible, adaptive, nonjudgmental, able to see and appreciate all sides of issues, always welcoming new perspectives and new information about issues. However, perceivers are also difficult to pin down and may be indecisive and noncommittal, becoming involved in so many tasks that do not reach closure that they may become frustrated at times. Even when they finish tasks, perceivers will tend to look back at them and wonder whether they are satisfactory or could have been done another way. The perceiver wishes to roll with life rather than change it.

The judger is decisive, firm, and sure, setting goals and sticking to them. The judger wants to close books, make decisions, and get on to the next project. When a project does not yet have closure, judgers will leave it behind and go on to new tasks and not look back.

STRENGTHS AND WEAKNESSES OF THE TYPES

Each person has strengths and weaknesses as a result of these dimensions. Committees and organizations with a preponderance of one type will have the same strengths and weaknesses.

Possible Strengths		Possible Weaknesses
	Introvert	
independent		misunderstands the external
works alone		avoids others
is diligent		is secretive
reflects		loses opportunities to act
works with ideas		is misunderstood by others
is careful of generalizations		needs quiet to work
is careful before acting		dislikes being interrupted

Extrovert

understands the external
interacts with others
is open
acts, does
is well understood

has less independence
does not work without people
needs change, variety
is impulsive
is impatient with routine

Intuitor

sees possibilities
sees gestalts
imagines, intuits
works out new ideas
works with the complicated
solves novel problems

is inattentive to detail, precision
is inattentive to the actual and practical
is impatient with the tedious
leaves things out in leaps of logic
loses sight of the here-and-now
jumps to conclusions

Senser

attends to detail
is practical
has memory for detail, fact
works with tedious detail
is patient
is careful, systematic

does not see possibilities
loses the overall in details
mistrusts intuition
does not work out the new
is frustrated with the complicated
prefers not to imagine future

Feeler

considers others' feelings
understands needs, values
is interested in conciliation
demonstrates feeling
persuades, arouses

is not guided by logic
is not objective
is less organized
is uncritical, overly accepting
bases justice on feelings

Thinker

is logical, analytical
is objective
is organized
has critical ability
is just
stands firm

does not notice people's feelings
misunderstands others' values
is uninterested in conciliation
does not show feelings
shows less mercy
is uninterested in persuading

Perceiver

compromises
sees all sides of issues
is flexible, adaptable
remains open for changes
decides based on all data
is not judgmental

is indecisive
does not plan
has no order
does not control circumstances
is easily distracted from tasks
does not finish projects

Judger

decides	is unyielding, stubborn
plans	is inflexible, unadaptable
orders	decides with insufficient data
controls	is judgmental
makes quick decisions	is controlled by task or plans
remains with a task	wishes not to interrupt work

GENERALIZATIONS

The following generalizations can be helpful in applying this inventory to individual settings.

1. People who have the same strengths in the dimensions will seem to "click," to arrive at decisions more quickly, to be on the same wave length. Their decisions, however, may suffer because of their weaknesses, exhibiting blind spots and holes that correspond to the list of weaknesses for that type.

2. People who have different strengths in the dimensions will not see eye-to-eye on many things and will have difficulty accepting some views, opinions, and actions of the other. The more dimensions in which the two differ, the greater the conflict and misunderstanding of each other. However, decisions resulting from their interaction will benefit from the differing points of view and strengths of each.

3. People may be sensitive about criticisms in their areas of weakness and likely will prefer not to use these dimensions. As a result, conflict may occur when they must do so or when others point out deficiencies in these areas.

4. People will normally gravitate toward others who have similar strengths and weaknesses, although people of differing types are often drawn to one another because the strengths of one are admired and needed by the other.

5. People's values, beliefs, decisions, and actions will be profoundly influenced by all four of the stronger dimensions in their typology.

6. While a person's typology cannot be changed to its opposite, each person can learn to strengthen the weaker dimensions to some extent and to develop personal life strategies to overcome problems that result from the weaknesses.

IMPLICATIONS

The Personal Style Inventory raises several implications to consider.

1. Individuals, groups, and organizations with a preponderance of members whose strengths are in one type should seek out and listen to people of the opposite types when making decisions. Task-oriented groups would often benefit from a mixture of types.

2. People should realize that many differences in beliefs, values, and actions are the result of differences in style rather than of being right or wrong. Rather than be concerned over the differences, we need to understand and accept them and value the perspective they give.

3. When people must, of necessity, interact often with the same people (in teaching, business, marriage, etc.), interactions can be more congenial, satisfying, and productive if those involved, especially those with the greater power, understand the needs of others based on typology differences and adjust to them.

4. When interacting to accomplish tasks, people should be careful to label their values as values and then proceed to examine the facts and forces involved without defending the value position.

SESSION #7 Time: 5 Hours, 30 Minutes

COMMUNITY AND JOB ENTRY

Goal

To develop appropriate strategies for beginning work and entering into a new community.

Rationale For The Development Workshop

This session is intended to be part of a series of integrating sessions on the Role of the Volunteer in Development. The integration should occur as a two day development mini-conference or workshop at the end of training which is dedicated to bringing all the ends and pieces of the development-work sessions together. Sessions #7, 8, 9, and 10 all fit together as one piece to be done at this time. We suggest, if possible, that trainees be brought together at a retreat site away from their normal training location so they can reflect. This will allow them to put things together in perspective and plan their entry into volunteer service. Also, the regular APCD for that program(s) should be a full time staff member in this development workshop, including participating in the final planning. By the time trainees do this first session, they should have enough beginning data to make tentative plans as to where they want to go with their first six months of volunteer service. This session provides a planning format and framework for this process.

There is one dilemma about this workshop which the trainers need to recognize. The thrust of the workshop is forward looking, and involves learning basic diagnosis, planning, management, and problem solving skills. If all goes well, trainees will learn these skills and do some valuable work related to their real volunteer assignments and communities. However--and this is the dilemma--they cannot diagnose or plan too much or too thoroughly because they are in fact not yet in their communities nor do they have sufficient "real" data on which to base detailed conclusions. Also, we do not wish to model a message of, for example, diagnosing by oneself in a room isolated here, rather than working in the real world with actual organizations and counterparts.

All well and good, you might say, but how to deal with the dilemma. Good question. Like all true dilemmas, there is no simple way to handle it. The trainees should have enough data at this time to do something with all the various activities in their sessions. This will allow them to learn skills and formats, and do some planning for their first months of volunteer service. If they go too far (e.g., make a diagnostic conclusion based on inadequate data, do a planning sheet without mentioning collaborators or counterparts), you will have to point that out, ask probing questions, give feedback or draw lines. It means you will have to monitor their work closely as you progress through the workshop.

Overview For This Specific Session

The purpose of this session is to provide trainees with an opportunity to learn a realistic planning process for entering the community and initiating their Peace Corps experience/project. The session uses a sequential process to develop

strategies to approaching a new situation. After the introduction of the model the session moves to an application by each trainee which is directed to the prospective PC assignment. This is the first development-work training session of the "mini-workshop" and serves to begin moving trainees into their work setting as volunteers.

The timing of this session in the pre-service training should be at such a point when the volunteers have enough information about the country assignment, and her/himself that will enable the trainee to successfully develop the beginnings of a plan.

Each volunteer should be asked to keep the plan as an outline and a reference for his/her initial work/entry into the community and the project. It should also be emphasized that these plans will change as they being working with counterparts, as they gather new information and become more familiar with their own capabilities--and those of the community.

The session of "Information as a Development Tool" outlined an approach for plans of inquiry. This session builds from that by providing a framework more focused on the entry into the community. Volunteers should include the information they have already gathered during training in the completion of the activities in this session.

This process is a "linear approach" to entry--as outlined in the problem solving session it may not be the "best" model for everyone and participants should be encouraged to develop their own approach to the scouting, entry, role clarification, etc. components of community entry.

Planning For Community And Job Entry

The development role of the PCV involves a process for planning the changes that are the goals of the project and the volunteer. This process contains seven stages--scouting, entry, diagnosis, planning, action, evaluation, and termination.

Scouting
▼
Entry
▼
Diagnosis
▼
Planning
▼
Action
▼
Evaluation
▼
Termination

Each step requires certain information to be obtained or shared, decisions to be made, and action to be taken which prepares the volunteer to the next stage. The specific issues to be resolved in each stage are included in the lecturette material which is attached at the end of the session design.

Activities

Climate Setting 5-10 minutes.	1	Ask participants to list the first thing they will want to do when they actually get to the community and begin work as a PCV. List should focus on activities they will take to: • Clarify roles • Collect information • Goals they have for the first week/month • Special concerns. Use list to set up the session by noting that we all have an idea of "the first things" we want to do; we all are about to <u>enter</u> a new community (again, using the broad definition of community) and the start up is very important. This session is directed to help volunteers plan for that entry and to understand the importance of the entry process to the long term impact of their PC service.
Introduction 5 minutes	2.	Introduce session objectives/make linkages from previous sessions. (Info gathering, role clarification, purpose of development, etc.)
Lecturette 20 minutes.	3.	Give brief lecture on the importance of planning and of preparing for entry into community. (Use overview for some of lecturette material.) Introduce planning process model as one which can be used to prepare for both community and job entry. Walk thru the first four stages in detail. (See "Lecture Notes). Stages from Action thru Termination should be noted but detail omitted.
Brainstorm Discuss 20 minutes	4.	<u>Brainstorming--what you already know</u>. In large group, ask participants to brainstorm all the things they currently know about their PC assignment--including demographics, people, project, names, co-workers, whatever. Trainer may need to stimulate new categories by asking "What do you know about social-cultural, technical, and developmental aspects of your assignment?" After 5-10 minutes of brainstorming, quickly review the types of info generated and point out that it is this "knowledge" with which they prepare to enter the community and job. Emphasize that the initial task they will have will be to "check out" what they know and get to know more so that they can work with the community, school, individuals in a collaborative relationship with problems identified, roles clarified, etc. Emphasize importance of these steps.
5 minutes	5.	Distribute Planning Worksheets. Explain that these worksheets will help them categorize their initial steps of activity on site.

Individual Work On Scounting 20 minutes.	6.	Ask each participant to complete the section on Scouting. Encourage as much detail as possible. Ask them to stop when they have completed this section.
Sharing 20 minutes.	7.	After Completion of the Scouting worksheet, ask participants to discuss/react to/give suggestions for each other. (You may wish to focus on using helping/consultator communication skills.)
15 minutes.		BREAK
Review 5 minutes.	8.	After break, quickly review some of the items that were discussed in the triads. Ask for questions, major "aha's", etc.
Work in Entry 15-20 minutes.	9.	Participants continue working through worksheets--complete section on Entry.
Developing Ideas About A "First Meeting" 30 minutes.	10.	After participants have completed the Entry stage worksheet ask them to select one person from those they wrote about and imagine their first meeting/contact with him/her.

- What do you want to accomplish in this meeting?
- What do you feel is most important for you to say?
- What do you think is on the other persons mind? What will he/she need to say?
- What problems might come up? How might you handle them?
- How will you handle an language difficulties.

Allow participants a couple of minutes to consider this interaction, then ask for a volunteer to role play the meeting. A staff person should play the HCN assuming any attitude/needs that the volunteer may describe. Two role plays should be completed with entire group. At end of each role play:

Discuss:

- Did you feel you accomplished or that you were well on your way to accomplishing your goals for this meeting?
- What helped the interaction work?
- Ask group:

--What did you see that worked?
--What suggestions do you have?
--What issues does it raise for you?

Review "Points to Remember". List on newsprint.

Application
45 minutes.

11. Ask participants to work in trios to role play a meeting with one of the key persons in their plan. Third person will act as observer and give feedback and suggestions. Roles rotate for three rounds.

Revise Plans
10 minutes.

12. Ask participants to review their entry planning and revise based on role plays.

15 minutes.

13. Break

5 minutes.

14. Briefly recap the "progress" thus far and set up the "Diagnosis" stage by reviewing points made in lecture notes at beginning of the session. This is one of the areas where the dilemma mentioned in the workshop overview gets played out. Remind participants that while they can do some diagnosis now, they can not go too far without further involvement of others important to the community, their assignment and/or project. When they reach that point, however, they can do some planning as to how they will do the diagnosis once they arrive on-site. In fact, the major part of this should be planning how and with whom the diagnosis stage should be done, not actually doing a diagnosis.

15 minutes.

15. Participants complete Diagnosis stage.

Diagnosis
Discussion
30 minutes.

16. Discussion for diagnosis stage should focus on the "needs assessment" and problem validation aspect.

- Questions to be asked should be reviewed against the info gathering/filtering process. (You may want to have a copy of the "Filtering" questions on the wall.)
- Resources should be challenged--what happens if you don't have the resources you feel you need? What alternative resources will work?
- How will you negotiate your role? Maintain that role against the pressures to move quickly; "be the expert"; "take over".
- How do you get the participation of those who are responsible?
- Who do you do the diagnosis stage with? Whose responsibility is diagnosis? Or this part of the diagnosis?

Generalizing
5-10 minutes.

17. Ask people to volunteer key learning.

    Refer to overall job and community entry model. Point out that we have been concentrating on the first three steps (scouting, entry, diagnosis) in this session, and that we will be moving on to the planning step in the next session. Make sure you bring the work you have done in this session with you, since it (especially the diagnosis work) will serve as the basis for planning work.

Summary
10 minutes.

18. Summarize activity by emphasizing that this planning can be be used to prepare for entry into the personal part of their Peace Corps Experience.

SCOUTING WORKSHEET

A. Scouting

Issues/Information

--What info do I need?
--Who's in charge?
--Who do I need to "know"?
--Who's in and who's out?

1. What do I need know about the community, project, etc. before I can proceed? List below:

What do I need to know?	Where do I find this information?	How will I use this information?

2. Who are the persons that will be most important resources to my successful entry into the community/job?

Who--Name and/or Position	How do I expect this person to influence my work?

Who is most important for me to contact first? Why?

Is there anyone I should avoid contacting in the initial stages of the process? Who? Why?

What are the 4 key issues that relate to this project?

1.

2.

3.

4.

Personal Checklist on the Assignment

Given what I know about the assignment:

--Is it manageable?

--Can I do it?

--Is what I'm doing consistent with a solid approach to development?

--Should I do this?

--Are folks really interested?

B. Entry

For each person you identified in the Scouting Stage as most important to contact, complete the following:

Person:

Position:

Relationship to project:

What is needed from this person to help the project.

What will this person need/expect from me and/or other involved in the project?

What role definition do we need to make? And how do we make it? (What are the cultural norms about defining this definition?) Refer to work styles.

What information/resources does this person control which will help achieve the project goals?

What skills does this person have that I can learn from?

How am I going to establish credibility?

C. Diagnosis

Who do I begin working with to help in the diagnosis stage? (May be several people.)

Given what I know now, what are the specific problems that are key to development/change in my volunteer assignment area and those problems in the community which may link to my assignment area or be affected by it?

What resources are required to resolve these problems?

How can I validate these "assessed" problems and resources? What questions do I need to ask? Who?

What things can I do to make sure I am not working too much on my own in this step?

Who's responsibility is it to solve these problems?

What should your role be in solving these problems?

What biases or filters do I have that I need to be careful of as I go about the diagnosis activity?

LECTURE NOTES
COMMUNITY/JOB ENTRY

(Note: can be used as a handout for trainees as well as background for the trainer.)

A. Scouting

The volunteers task during this phase is to identify the best point to enter the community he/she is trying to change. The entry in a community can be critical to the success of volunteer assignment because the implementation of a change most often requires that the legitimate power and authority of the system be used to establish the change. If one's initial contacts are with the inappropriate members of that community, they may be very willing to accept a change for the system (change is what most deviants want), but they are also likely to have little influence with the established authorities in the community.

The scouting phase is particularly important in its attempts to introduce the volunteer project in communities where the power structure and interrelationships are ambiguous or diffuse. In community development, for example, it is crucial. If a CD volunteer enters a village and makes initial contacts with those members who offend the power structure (e.g., having a meal at the home of deviant members of the community before formally presenting oneself to the mayor), his/her chances for introducing change in that community can be closed before he/she begins. This problem is less acute in structured situations (schools, etc.) although it is still important that the volunteer understand his/her entry point, how this person or group is perceived by the community, particularly in terms of its power and status within the community and its receptivity to change.

B. Entry

Once the entry point has been chosen, the volunteer and village/community through the entry point representative begin to negotiate a "contract" which will define if and how the succeeding stages of the planned project will be carried out. "Contract" is used here in quotation marks because this process implies something other than a legal document agreed upon at the outset of a project. The emphasis here is on a continuing process of sharing the expectations of the volunteer and village or community or school leaders and agreeing on the contributions to be made by both parties. It is important to emphasize the continuing process of contract renegotiation because, as the planned change process enters succeeding stages, the nature of the problem may change, the resources needed for its solution may increase or decrease and/or the volunteer's particular expertise may become more or less relevant to the project. As the diagnosis and planning stages proceed, the entry point into the community may have to shift or expand to include those parts of the system which are affected by and/or are responsible for the problem. For example, the headmaster may feel it is important to have the volunteer teach only English. However, diagnosis of the problem may well reveal that the other programs are more important. Since responsibility for the ultimate solution of this problem lies with the headmaster the entry "contract" must be expanded to include the other persons in the change process (such as the head of the Vocational Education Department).

The main issue around which the "contract" negotiation process centers is power--gaining the influence necessary to implement the new program or method of operating. There are three primary sources of this power:

1. The legitimately constituted authority of the system (e.g., the village chief says one should do this)

2. Expert power (e.g., the prestige of a volunteer or the compelling logic of a solution)

3. The informal influence that flows from collaborative problem definition and solutions.

While in most change projects power from all three of these sources is brought to bear in implementation of the change, the power derived from collaborative problem definition is often especially critical to the success of those planned change efforts where the system's formal power structure and experts are seen to be the object and/or causes of the problem to be solved. Perhaps even more important, the third souce is the one which offers most hope for geninue self-sufficiency on the part of the system in which the volunteer is working.

C. Diagnosis

The main object of the diagnostic phase of the planned change process is to move toward improvement by changing vaguely felt difficulties into specific problems. Diagnosis has two parts, the definition of the problem and the identification of the resources available for change. The first step in problem definition is to identify the subpart or parts of the system where the problem is located. Once this is done it is important to identify the boundaries in the community with the problem and the interrelationships of this subsystem with other parts of the community. This is necessary in order to anticipate the effect of a change in one part of a village/ school on other aspects of the system's functioning. When the parts of the system that are affected by the problem, and/or will be affected by any changes, are identified, the next step is to outline the forces working toward and against improvement in the situation and to identify those forces that might be changeable.

The next part of the diagnostic process is to assess the resources available for bringing about an improvement in the problem. These fall into two general catagories--the system's own resources and the volunteer's resources. One particular and important variable to assess here is the motivation for change on the part of the community and the volunteer. Is the community really committed to improvement of the problem? Are the key individuals responsible for implementing the change committed? What are the volunteer's motives--prestige, genuine desire to help, scientific experimentation, etc.? How are the volunteer's motives perceived by community members? Who is the volunteer working with in this stage to help the diagnosis?

Working with appropriate others, the volunteer can use several diagnostic tools--interviews, questionnaires, observation, and informal conversation. One of the most important diagnostic indicators, however, is the volunteer.

The community's response to the volunteer (and often to his/her counterparts) and the volunteer's reaction to the system can be invaluable sources of data about how the system will respond to the change. The volunteer, as an outsider, will be reacted to as a change. From this interaction much can be learned about the community's receptivity to change and its style of coping with any new events (for example, is he/she seen as a threat or potential helper?). In addition, the volunteer can get some feeling for the climate of the community--is it relaxed or tense, friendly and cheerful or depressed, responsible or passive? In volunteer projects, a critical consideration is who the volunteer engages (or who engages the volunteer) to collaborate in the diagnostic stage. Including "important others" will help in gaining support for agreement on problems that are eventually diagnosed .... and will often help in coming to consensus around proposed solutions also.

D. Planning

The results of the diagnostic phase form the starting point for the planning phase. Depending on the findings these results may require a "renegotiation" of the entry "contract." During the planning phase the entry contract should be expanded to include those members of the community who will be responsible for implementing the change and/or will be immediately affected by it. The first step, in fact, is getting appropriate others to participate fully in the planning processes as defined in the next paragraph.

The second planning step is to define the objectives to be achieved by the change. Once clear-cut objectives have been established, alternative solutions or change strategies should be generated. Following this, some attempt should be made to think through the consequences of each of the alternatives. Often this is done simply by thinking through the implications of each change strategy. The final change strategy is then chosen from the alternatives available.

E. Action

The action phase of a planned change effort can encompass a wide range of activities from classroom instruction to improved committee operations to uses of improved appropriate technology. No matter what the changes are, there is likely to be some resistance to change. This resistance, when it occurs, is often treated as an irrational negative force to be overcome by whatever means; yet, in some cases resistance to change can be functional for the survival of a system. If a community tried every new scheme, process, or approach that came along it would soon wander aimlessly and flounder. The positive function of resistance to change is to insure that plans for change and their ultimate consequences are thought through carefully. The failure of most plans for change lies in the change's unanticipated consequences. These failures often take the form of technical changes which fail to anticipate and plan for the social changes that the technical changes cause (e.g., increases and decreases in social contact of people or new working relationships). The result is that leaders/volunteers are annoyed at the stupidity of those who resent this very logical improvement. Yet, the community members often are not resisting the logic of the improvement (and hence logical arguments for the change don't help), but are resisting the social changes which "someone" has not recognized and planned for.

Another cause of resistance to change can be the sudden imposition of changes in someone's environment without that person's prior knowledge of, or participation in, that change. To have an important part of one's environment suddenly changed by forces outside of one's knowledge and control can cause great anxiety, even panic. The human response to this experience is hostility toward the source of change and resistance to the new method. The process of growth and maturation is one of gaining mastery over one's environment. Development by imposed change serves to arrest this process by denying community members the opportunity to live in an environment they can understand and control.

These aspects of resistance to change can be alleviated by careful preparation for the action phase. If community members are involved at the appropriate stages of the scouting, entry, diagnosis and planning phases, the plan for change can be made more intelligent and more appropriate to the system's needs, both technological and social, and dysfunctional resistance to change can be lowered.

F. Evaluation

The evaluation of the project is conducted in terms of the objectives defined during the planning stage. In addition to testing how well the change met these terminal objectives (some of which may be quite long range, such as increase in return on investments), it is often useful to evaluate the change in terms of interim process objectives which will indicate if in fact the change was carried out as desired.

The results of the evaluation phase determine whether the change project moves to the termination phase or returns to the planning stage for further action planning and perhaps further "contract" negotiations with the project leaders.

G. Termination

While the termination phase marks the end of the volunteer's contact with the community, it does not necessarily mean the end of the planned change process. In many cases the community will continue to go through many planned change cycles of entry, diagnosis, planning, action, and evaluation after the volunteer agent has left. In fact, this is the primary goal of many change agents. The point at which the volunteer should terminate can be determined by a number of variables--the successful or unsuccessful solution of the initial problem, the need for help on other problems, the community's independence or dependence, and so on. Whenever it is done the volunteer should make his/her decision to terminate the system guided by both the progress on the community's problem and by its abbility to solve its own problems. To terminate too quickly can cause regression into a worse state of affairs and to wait too long for termination can produce dependency on the volunteer and failure by the community to learn problem solving skills.

Adapted from Kolb, et al, "Organizational Psychology, An Experiential Approach," Prentice-Hall, 1971, pp. 355-369.

SESSION #8 Time: 3 Hours, 10 Minutes

PROJECT PLANNING, GOAL SETTING

Expected Outcomes/Objectives

1. To integrate what you have learned from training into a clarified set of personal and project goals.

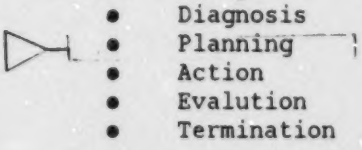
2. To write six-month, three-month, and immediate project goals.

3. To identify and list resources needed to accomplish goals.

4. To identify personal goals for the next six months.

Overview/Rationale

This is the second session in the RVDW mini-workshop. In the first session, an overall model was presented for development work phases, and specific work was done with the first 3 steps. This session provides skills in step 4 of that model:



In order to do project planning, one must have defined a problem to work on which is then developed into a project in the assignment area. This session provides a systematic process for accomplishing this, and builds on the problem solving session and on the previous session which ended with work on the diagnosis steps.

Activities

5-10 minutes. Climate Setting and Goals	1. Open the session by asking how many have worked with planning processes before. How did they do it? What do they find useful about planning? Not useful? Then, taking some of these comments into consideration, explain the goals of the session, making linkages to the prior sessions and fitting the session into the steps of the job and community entry model presented in session #7. Explain that this exercise is designed to allow participants to use the information from the training to date to develop goals and plans for the future. Acknowledge that what we are doing is <u>partial</u> planning, since we do not yet have much firsthand knowledge of our sites, nor is it advisable to work and plan more. Through the activity a "partial planning", we will be able to learn planning skills.

30-45 minutes. Individual work on matrix

2. Ask each person to fill out the following matrix. Explain that the exercise has two parts. The first part considers the specific volunteer project assignment. The program staff (e.g., health, PCD) may prefer that they use carbon paper so they have a copy of project planning so that on the first site visit they can review progress and problems with the volunteers. The second part asks people to set out goals for personal learning or development. This part may not require a copy.

A. Where would I like to be on my project in six months? List:

	Goal	Major Steps	By When	Resources Needed
Example	Revise current literacy curriculum	*Study present approach *Do demonstrations of different approaches	Jan. 30 March 1	Documents Session materials such as Lanback cards, different colors of markers

B. Benchmarks

In order to assess my progress, in three months I will be satisfied if I have: (list)

NOTE: The trainer may need to give some examples of benchmarks for goals (the last example relates to a following section on personal planning):

- Developed a good relationship with my counterpart
- Determined my role with school headmaster
- Developed lesson plans
- Conducted initial survey
- Set-up and be comfortable in my house

Participants should list benchmarks for each goal.

Large Group discussion 20 minutes.

3. In large group, ask for one goal to use as a discussion example, and review the goal using questions such as:

- How could you make the goal more specific?

- How will you know you've completed the goal?

- How would you explain this goal to someone else?

After the discussion is completed, ask the group to review the goals, steps, resources and benchmarks, needed in pairs. Emphasize importance of pair activity. Much work as a volunteer will be with one other person. How well you listen, communicate, and assist the other is critical for volunteer effectiveness. So, you can give help to another and get help. Remind the group that this is another opportunity to use their helping skills and apply them to this situation. They might use questions like the following:

- Is the plan realistic, feasible?

- What will I do to measure success? How will I know that I have achieved my goals?

15 minutes — BREAK

Processing Planning Work 10-15 minutes.

4. In large group, ask "How did the work in the pairs go?"

*"What about your planning process seemed particularly difficult?"

*What about your planning process seemed particularly easy?"

*What are some examples of areas in which you could go no further until you get to your site?

20 minutes Personal Goal Development

5. Personal goals: Ask each person to consider what they want to set as personal action goals for the next six months. Ask them to list as follows:

Personal Action Goals for first six months	Resources needed

Sharing Goals 20 minutes

6. When the list is completed, ask the group to go back into the same duos again and review each person's plan.

Generalize and Apply 10-15 minutes.

7. The following are some sample generalization/application questions:

a) What have you learned from this process?
c) How will you be able to apply this process in your work with the community?

Closure 5 minutes	8. Link to the next -- project management -- by noting that planning involves certain skills which we have been working with this session. Carrying out that plan involves some project management skills, which we'll address next session, and which is the next step in the overall community and job entry model. Also, remind participants to bring goal worksheets from this session to the Project Management Session.

SESSION #9 Time: 1 Hour, 50 Minutes

PROJECT MANAGEMENT

Goal

To develop your own system of project management.

Overview/Rationale

Ordinarily, PCVs have a great deal of responsibility for managing their own projects. (A project could be anything from a plan to develop two new freshwater fish ponds to designing a new project for the science laboratory.) Often, the PCVs are not managed closely, nor do many PCVs have the prior work experience in which they might have developed project management techniques. Those coming directly from school may be especially lacking in this area, as colleges and universities generally manage the lives of their students (either explicitly or inexplicitly); as a result, rarely do students get a chance to develop the equivalent of project management skills.

When this all comes together, it can mean that volunteers have great difficulty in managing their projects and often do so only on a day-to-day, reactive basis.

This session is aimed at providing some very simple project management techniques which will help PCVs manage time, whatever scarce resources they have available to them, and develop contingencies. These techniques can be used in a daily basis, a plan for a week or for longer term planning. It fits into the the overall job and community entry model presented in session #7 and constitutes some of the things a volunteer must take into account in the "Action" step.

There may be some initial resistance to this session -- some trainees may say, "this is obvious -- we already know how to do this." Indeed, some may know how to do this and they can be valuable in helping others to learn. Most, however, will not be familiar with the various techniques, or won't ever have used them.

Procedures

Time		Activities
Climate setting 5-10 minutes	1.	Ask how many people have ever managed a "project" before (use a rather broad definition of project as in the example contained in the overview). Ask for some examples of difficulties some of them had in managing projects. Then ask for examples of some of the techniques individuals used to help manage their projects. Build on points made in this short climate setting introduction to introduce the goal, including any relevant points from the overview. Indicate this session is part of the planning component of RVDW and is closely related to the session entitled, "Community and Job Entry" in that these techniques will be most useful as they complete the diagnosis and planning stages and move towards

the action stages which deals with organizing themselves and other resources to begin implementation of the project.

Goal Sharing clarification 3 minutes.

2. Share goal/goal agreement.

Intro Lecturette 15 minutes.

3. Introduce three techniques for project management.

(a) "To do" list - a "to do" list is very much like a shopping list, except it is aimed at activities related to a project. This is obviously a very simple technique, but it is extremely useful. An example of a "to do" list follows:

Monday

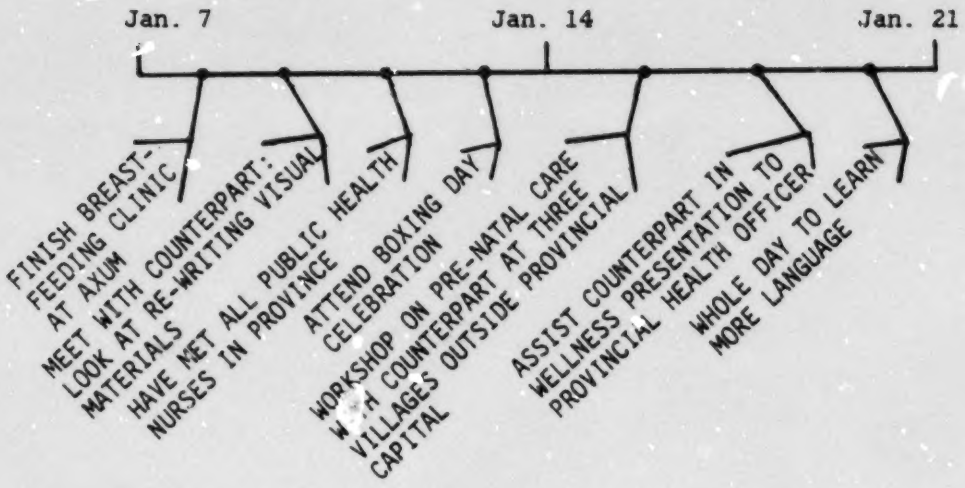
- Pick up hoe from Ag. stores department
- Attend town council meeting
- Language lesson
- Lunch with extension agent
- Hang out in Ag. extension office
- Do one hour session for neighbors on weeding vegetable plot

Once one has compiled a list, it is often useful to go back and circle the most important items and number them according to what you want to do first, second, and so on. At this point, trainer should do this as a model.

1. Attend town council meeting
2. Lunch with extension agent
3. Do one hour session
4. Hang out in Ag. extension office
5. Language lesson
6. Pick up hoe from Ag. stores dept.

This, then, is a "to do" list -- it can be kept in your wallet, purse, or even written on your hand. It can be done as brief or as extensive as you need, for five minutes at the beginning of a day, or 30 minutes before going to sleep.

(b) Timeline and resources: A timeline is aimed at providing one with a single plan of when things should be done or accomplished, accompanied by some source of what (if any) resources are needed to carry out the items on the timeline. Here is an example from a health extension volunteer:


Jan. 7
Jan. 14
Jan. 21
FINISH BREAST-FEEDING CLINIC AT AXUM
MEET WITH COUNTERPART: LOOK AT RE-WRITING VISUAL MATERIALS
HAVE MET ALL PUBLIC HEALTH NURSES IN PROVINCE
ATTEND BOXING DAY CELEBRATION
WORKSHOP ON PRE-NATAL CARE W/ COUNTERPART AT THREE VILLAGES OUTSIDE PROVINCIAL CAPITAL
ASSIST COUNTERPART IN WELLNESS PRESENTATION TO PROVINCIAL HEALTH OFFICER
WHOLE DAY TO LEARN MORE LANGUAGE

Resources (including who will be involved and how)

1. Transportation to Axum and to three outlying villages. Must be arranged through provincial health office. Counterpart has taken lead role.

2. Printing work for breast feeding and pre-natal care workshops. Provincial office person in charge of printing as promised to get it done. Drop by to confirm on January 8th.

3. Language instructor for January 19th. Peace Corps will pay, but I must fill out Form 1022 and contract with language instructor. Check with one of the village elders about people who he thinks would be good language instructors.

4. Build time in to meet three public health nurses. Sujema has promised to introduce us. Follow up on this.

5. Etc., etc.

A timeline/resource plan does not have to be elaborate, and the level of detail will differ from person to person. One only finds the right level of detail after trying it a few times.

(c) Contingency planning: This technique allows one to think of alternatives if plans don't go like they are supposed to. An example follows:

"I'm going to give an essay exam in my eighth grade English class. So far, the school doesn't have an adequate supply of paper, not enough for the four pages per student I will need. It is supposed to come Friday, and the test is Monday. What if it doesn't come?

Contingencies

"Do a multiple choice test on the one page per student paper I already have.

Do the questions on the one page I have and have the students write answers out of their own paper supply.

Buy the paper myself in the capital city.

Find out if any other teachers have spare exam paper."

A contingency plan obviously does not have to be written, although many people find that writing contingencies down helps to sort out the most attractive from the least.

Trio task
20 minutes

4. Task: Working in trios, take part one of the extended case study of a rice coop worker. (Attached to session #10.) Ask each trio to develop a "to do" list for the volunteer for the next week, a timeline/resource plan for the next month, and contingency plan for the absent seeds. The rationale for this step is to give the trainees a chance, using a common "set" of information (part I of the case study), to practice the techniques before applying them to their own project.

Large Group
10-15 minutes

5. Ask some of the trios to share their work. Ask a couple to share their "to do" list -- compare/contrast and add -- then a couple trios to share timelines/resource plans -- comparing and contrasting -- and then a couple of trios to share contingencies. These should be looked at for development implications (see trainer note #3), as well as for usefulness in terms of project management.

20-25 minutes.
Develop project management system for each individual's project

6. Ask each individual to develop a "to do" list, a time line/resource plan, and a contingency plan for the first month of their project. Do it in a way that will will work best for each individual -- they should view this as their own project management system. They should use the work they have done during session #8 and 9 as a basis for this work.

Quick report out
10 minutes.

7. Ask for a couple of examples from different people for each technique. Compare and contrast. Acknowledge the validity of the various ways people have developed project management's "systems."

Generalizing Applying Closure. 10 minutes.	8.	Ask people what they learned about planning? Which technique they would find most useful and why? Close by linking to the next session: The next session, the last in the development with mini-workshop, will provide a final application of volunteer development work roles and responsibilities.

Trainer Notes

1. Another way to design the small group task around the case study (Procedure #4) is to assign one "section" of trios to do the "to do" list, one section to do the timeline/resources task, and one group to do the contingencies. This would allow groups to get into more depth with their particular task, and would probably make the report outs more substantial. It would not, however, allow everyone to practice all three tasks.

2. When giving examples from the three different techniques, and when facilitating report outs, trainers should try as much as possible to emphasize the issue of collaboration. For example, who will you work with to accomplish this task, who do you need to join with on this proposed action in the timeline, and who could you brainstorm contingencies with about this issue.

   You will need to assist in getting trainees to make it a habit to think of who else they should include or rely on as they do their planning tasks and as they carry their plans out. This has to be done in various ways as training progresses -- and this session offers a good opportunity to make the point when introducing the techniques, and to "re-make" the point during report outs.

3. When doing report outs, probe for development implications of their work. For example, if someone reports out in procedure #5 that on their to do list they have "go to capital and buy seeds," trainer should ask what implication that has for the coop's goal of self-sufficiency. The whole processing should not focus on development implication -- rather on effectiveness of the project management techniques -- but an occasional probe could be very important. It will help reinforce the idea that development issues and strategies must be a part of all their work -- even making a to-do list.

4. By the end of this session, trainees will have progressed through 5 steps of the model, all the way through action. It might be good at an appropriate point during the session to indicate that thrse steps do not always happen in a logical, "lockstep" manner. There is overlay between and among the steps, one often goes backwards as well as forwards (e.g., someone discovers their diagnosis is partially wrong, and must go back and do further work there), and some of the techniques learned in one section can be used to carry out taks in another section (e.g., using a to do list during the scounting and entry steps).

SESSION #10 Time: 2-3 Hours

RESPONSIBILITY OF DEVELOPMENT WORK
WHO DOES WHAT?

Goals

1. To provide a framework for deciding about what role to play in Peace Corps service

2. To increase participants' awareness of the decisions that need to be made regarding their Peace Corps work.

Overview

This session should build from all sessions presented as part of the RVDW theme and link in particular to the Helping Skills Session. It is directed toward helping volunteers understand the importance of what responsibility they have as a volunteer and how the assumption of responsibility affects the success of their Peace Corps service.

As volunteers approach the actual beginning of their assignments, they need to begin to consider the specific roles and responsibilities that they should or will want to assume during their Peace Corps service. The decisions that are made regarding involvement of others in the role/responsibility clarification process is a critical one that must be managed well from the beginning of their assignments. Additionally, as they continue to consider the impact of their role on the long term development goals of their project, they may need to assume a more or less passive role than might be their natural tendancy. This session assists the participants in exploring the importance of determining these roles against development goals and increases the volunteers awareness of some of the "traps" that may be ahead in spite of their best intentions. The case study demonstrates that there are many points in the progress of their project where they will need to consider the most appropriate role for them to play and to develop a strategy for sharing the responsibility of planning, implementing, and evaluating their effort.

In addition to the styles of "helping" -- which, in fact, describe how responsibility is shared -- the volunteer must frequently assume or decide to assume other responsibilities in the helping process. The responsibilities involve such questions as:

- Who decides what needs to be done?
- Who decides what the job of the PCV is?
- Who is responsible for seeing things carried through?
- Who says "enough - we're finished?"
- Who evaluates?

Each of these questions is problematic in that the consequences to success of the working relationship and the project may rest in making choices that seem to sacrifice short term satisfaction for long term progress/development.

Procedure

Climate Setting 20 minutes.

1. Begin the session by asking participants such questions as the following:

   - Who decided that you should go into the Peace Corps?
   - In your last job, who determined what your major responsibilities were?
   - Who decided that your job was completed satisfactorily?
   - How did you introduce innovations into the last project/job.

   Explain that the answers that they gave to those questions probably reflect the attitude they may have about assuming responsibility, e.g. Many may have made these major decisions on their own - "I did it by myself!" In regard to job responsibility, we may have been more inclined to be "told" and be accepting of being told - "the boss is the boss." On the other hand, some may have never worked so they haven't had the responsibility of deciding some of these things.

   Whatever the perspective the PCV has about responsibility, it will probably be challenged in some of the following ways as they move into Peace Corps service:

   - The "boss" is often not existent or not directing, or we miss the cues that indicate direction
   - It's hard to know what is satisfactory - whose satisfaction is involved: the elders, the children, the PC/D, the PCV?
   - Progress itself is hard to measure, and we often focus on the tangible (the paper came and I was able to give the exam like I wanted) at the expenses of the intangible (modeling an approach to local resources that might be considered wasteful).

   This session is directed to helping us look at those issues. The goals are share goals from flipchart .

Metaphor on Development 5-10 minutes

2. Use the following metaphor to introduce the concept of the roles volunteers play which are varied and will may wish to say:

"A metaphor sometimes used for development is that of a car. The car is an assembly of component parts which must interact in sequence, unison, and/or collaboration in order to move efficiently and in the desired direction. The role a volunteer plays in development may resemble many of these parts: Engine, transmission, steering, brakes, lights, ignition, fuel supply/system, driver.

This session is directed to helping participants realize which roles of this metaphor are most and least useful as they assume their volunteer assignment. For example, the role of "engine" might be analagous to providing the power to getting things moving in initial stages of a project but in later stages - or when things are already moving, it may be more appropriate to act as "steering mechanism" to help in guiding the project toward intended goals; or to put on the "brakes" to slow things down, etc. An even more interesting point is who decides the brakes should be put on, or that the engine should slow down?

Ask participants to select which of the parts they feel are appropriate and briefly describe how they would act out that role. You may also discuss which roles seem partially or totally inappropriate and discuss the reasons for these conclusions.

In order to address some of these issues more in depth, we will be using a case study. The purpose of the case study is to help volunteers understand the points where they need to decide which role to assume and the process for getting agreement about specific roles and responsibilities. If the volunteer decides what his/her job really is -- without consultation with local leaders or Peace Corps -- the village/country may not get its needs met, as they perceive them, and there may be other long term negative affects. On the other hand, if the PCV has his/her job prescribed and accepts that prescription in spite of "knowing better," the community may lose the advantage of the "outside perspective."

TRAINER NOTE: The case study utilized in this session is one that may have been used during a CAST or staging and part 1 is used in session #9; however, the focus of the discussion is more specific to the role decisions the volunteer has to make. Additionally, questions are added to link the exercise to the volunteer's assignment and his/her personal goals. If the group has used the whole case study before, acknowledge that fact, and indicate that we will be using it differently during this session, and that it might be fun anyway to see how their perspective has changed since they did it last.

Given the potential challenges to our "regular" way of describing and assuming responsibility, it will be useful to look at some of the dilemmas that you will face as you begin and continue your Peace Corps service. This case study gives us some typical situations.

3. Distribute Case Study - Part I.

5 minutes.

Note: One case study is provided. If this is not appropriate, the staff may want to develop a project specific case study to use for this activity. This can easily be done by editing the cast that is provided here.

20 minutes.

4. Ask participants to read Part I and to answer the questions at the end of the discussion guide.

10-15 minutes.

5. The large group discusses responses to questions. Discussion should note:

- Differences in opinion about who decides
- Explore the reasons/assumptions that lead to opinions expressed
- Selected "Next Steps" - ask for assumptions and consequences for each.

25 minutes.

6. Ask participants to break into groups of four or five within project area.

- Distribute Part II and discussion Q's on Discussion Guide
- Ask participants to read and discuss questions and <u>as a group</u> decide what's next and what helping style would be most useful. (Refer to helping skills session and put helping styles on a flipchart for participant's reference.

15 minutes.

7. Large group discussion should focus on following:

- Consequences of inappropriate responsibility
- Reinforce the helping strategy selection process introduced in previous session
- List the pressures anticipated

Pressures, traps, and responsibility 30 minutes.

8. Distribute Section III - Introduce this section by noting that one of the difficulties faced by volunteers in determining roles is that pressures from the community and their own enthusiasm/frustrations, etc., often force premature decisions. As a result, the volunteer may get trapped into moving faster than he/she wants,

or may become committed to a role which is not useful to long term development. In this section, we want to look at some of those pressures. Later, we'll consider some of the more common Peace Corps traps.

30 minutes.

Task: In groups of four or five:

- Ask participants to review the final segment of the case
- Ask them to discuss the questions in the Discussion Guide.

20 minutes. 11. Group Discussion

- List on flipchart the pressures noted by each group. Identify the ones that will be of greatest problem for this project/country.
- List traps - (See, "Traps for Development") and the signal which can be used to help volunteers understand that they are in or moving towards that trap. Add in other traps or signals that the group comes up with, or came up with during their small group work.

5 minutes. 12. Summary

- Go back to the metaphor of the car. Ask participants if they see any additional points that could be added? Which ones now seem appropriate? Inappropriate?
- Review need to be conscious about clarifying roles to include local people in process; and to constantly keep clarifying.

Discussion Guide for Roles and Responsibilities

Questions for Part I

1. How was the volunteer's job defined? Who defined it? Who was (should have) been involved? What do you assume is the Peace Corps role in defining PCV jobs?

2. Was it appropriate for the volunteer and the chairman to arrange for certain committments from the Ministry? Why, why not?

3. What is the volunteer in this case study doing that clarifies responsibility or roles?

4. At this point, how well do you believe the PCV has done to clarify responsibility and to assume a role that encourages development?

5. Who would you consider to be the PCUs counterpart at this point? How have they clarified roles/responsibilities together?

6. If you were the volunteer, what would you do next?

Questions for Part II

1. What seems to be the volunteer's role in the decision making of the group?

2. What helping style is the volunteer using in the meeting with the Ministry? What other sytle might be used in order to ensure greater development?

Section III

1. Review the "pressures" described in Part III that are influencing the volunteer. What are some traps you feel the PCV is falling into?

2. What pressures/traps are likely on your site/job?

3. What can you do to avoid those traps?

Role and Responsibilities

Traps of Development

Traps		Signals
You're the expert	-	Always coming to you for assistance
	-	Insisting that you have the answers
	-	You're too busy putting out fires to keep on your goals or get "other" things done
	-	People you are working with don't seem to be developing decision making, problem-solving skills - or taking things upon themselves
I've got so much to give.	-	You're doing things that don't seem to get picked up on
	-	You generate a lot of ideas, but "they" don't pick up on them.
They can't do it by themselves!	-	Thinking you've got to be everywhere
I can't leave - what would they do without me?		
You've got contacts - Americans can get things done!	-	This statement precedes all requests
	-	You're using "preterm resources" that won't be there after you leave
Running out of alternatives, gas, and hope.	-	You find yourself saying: "Nothing can be done!"
		"They don't work"
		"They don't change"
		"I think I'll go now"

CASE STUDY OF A DEVELOPMENT WORKER
PART I

This is a case study of a PCV working in cooperatives. He viewed this position as an important one, working in the beginnings of the country's Cooperative Movement. One of the assistant Ministers of Agriculture, whom the Volunteer met during training, reinforced the importance of the job he was about to begin. Since the Assistant Minister's home area was the same as the Volunteer's working area, the Minister explained in detail to the Volunteer what he knew of the people, their interest in starting a cooperative, and his expectations of the Volunteer's performance.

After nine months on the job, the Volunteer found that he was concentrating on one rice cooperative. It had taken a good part of the first nine months of his stay to settle into a life style that he was comfortable with. Although he had made a sincere start in trying to learn the local language, he gave it up after a few weeks. He said that he didn't need it on the job and had a perfectly adequate interpreter through whom he could communicate to the cooperative members. Much of his time was spent moving into his town and building relationships with the towns people he considered key to his success as a cooperative worker. He applied the same process to the job, establishing contacts and building relationships with those in the Ministry of Agriculture on whom he knew he would eventually have to rely. This he did on both the headquarters and district level. This work was slow and frustrating, but within nine months the Volunteer felt he had established some very strong relationships with many people in the Ministry and town. Needless to say, he knew most of the agriculture volunteers in the country and often spent time with them, talking over their frustrations.

While all this was happening, the Volunteer was in the process of defining his job. Although he was supposed to work with six budding cooperatives, he found himself spending more and more of his time with the one cooperative in his town. This was partly due to the difficulties he had in obtaining gas from the Ministry, partly due to the Minister's interest in the project, and partly due to the high visibility of the cooperative (it was on the main road).

He became the key advisor to the cooperative, working closely with the chairman of the cooperative and the board of the directors. He spent a considerable amount of time with each of the twenty members of the cooperative as well, visiting their homes with his interpreter. The result of his work was a group of very enthusiastic farmers whom he had taken from skepticism to active participation in nine short months. They had agreed to start a communal pilot rice scheme of some 40 acres, using one piece of land that they had obtained from the clan chief.

Since this was the first project that the cooperative was working on, both the members of the cooperative and the people of the area were watching it very closely. One measure of their wariness in spite of their enthusiasm was that each cooperative member made sure that his own traditional plot of land was prepared for the upcoming rice season. During the time that the Volunteer was building up the enthusiams of the members, he had to cope with many periods of depression, when he felt that he would not be able to bring the members to a state of readiness in time for his first full season. In fact, it took a full four months for the members and their leaders to decide that the project was at least viable with a fair chance of success.

To reach that point, the Volunteer and the chairman of the cooperative had together arranged for certain commitments from the Ministry of Agriculture. The Ministry carried out a soil survey to determine if the plot of land was indeed suitable for rice cultivation. The Ministry promised fertilizer and helped to arrange a loan with which the members of the cooperative bought the fertilizer. The Ministry promised to supply improved rice seed, and the members had raised money for the seeds by holding a dance, a beauty contest, and by raising their fair share of membership fees. This money they sent to the Ministry via the Volunteer (when he was going down to the capital for his gamma globulin shots) some two months before the seeds were due to arrive.

By the end of April, the members and the Volunteer were fairly satisfied with their progress. A plot of land had been selected and it had been cleared and prepared by the members. The fertilizer had arrived and was stored in a shed attached to the Volunteer's house. A number of technical advisors from the Ministry and UNDP had visited, each giving a lecture or demonstration which the members felt worthwhile. The money for the seed was with the Ministry, and the Director of the Division had promised that the seed would be available by mid-April. All things considered, the Volunteer was quite pleased with the progress of his work, and had been suggesting to a number of other volunteers, Ministry officials, and cooperatives that they may want to visit his cooperatives during the next months in order to use it as an extension demonstration in cooperative work.

By the middle of May, four weeks late, the seeds had not yet arrived. The Volunteer and cooperative members were becoming worried. People were expecting the first rains by late May or very early June, and the rice had to go in just after the first rains or the yield would probably be severely reduced.

Finally, the chairman of the cooperative and the board of directors met in a special session to talk over the tardy seeds. After several hours of palaver, they decided to send an urgent message to the Division Director in the capital city inquiring about the seeds. The chairman, whose brother worked for the Ministry in the nearby country seat, suggested using the Ministry radio network to send a message to the capital city.

The Volunteer, who had returned the previous day from the county seat, mentioned that the radio was not in good working order, and it was quite difficult to communicate clearly with any assurance that the message was properly understood in the capital city. By chance, the Voluneer knew that a vehicle from Peace Corps headquarters was due to pass through the town that afternoon on its way to the capital. The members agreed and the meeting ended with the chairman and Volunteer drafting the letter to the Director of the Division.

As the Volunteer and the chairman composed the letter, the Volunteer decided to send the letter to the Peace Corps Agricultural Programmer, asking him to take it by hand to the Division Director. He felt the situation was serious enough to ask for the agricultural programmer's help. If nothing else, he felt that the letter may carry a little more weight if the agricultural programmer discussed it with the Division Director personally.

Three days later, when a Peace Cors staff member was returning up country, the Volunteer received a letter from the Agricultural Programmer in the capital city. The ag programmer had visited the Division Director, and had obtained an assurance

from the Director that the rice seeds were just being arranged and should be on their way within the next ten days. The Volunteer visited the chairman and board of directors and the group was considerably reassured by the ag programmer's findings. They adjourned to a local bar to celebrate their good fortune.

Ten days later, the first rains fell, good soaking rains which promised a good year if only the seeds were on hand for planting; however, they had not arrived yet. The Volunteer and the Chairman called another meeting of the board of directors (although they had some difficulty in contacting some directors because they were out on their own lands planting their own rice crops).

During the meeting, the group decided that they had at the most another 2 -- 2½ weeks to get the seed in the ground. After that, it would be almost too late. They decided that more urgent action was needed, and began to make plans to send a delegation to the capital to trace the missing seeds and to try to bring them back with them on their return. Plans were made, but when they began to talk about transport, it was found that no one could afford the trip out of their own pocket. The treasurer of the cooperative was consulted, but it was found that almost all the cooperative's funds had been sent almost two months earlier to pay for the seeds. They had no cash on hand.

One of the members then asked the Volunteer if he could go down himself, using his own vehicle. The Volunteer's vehicle was not in working order, and so that option seemed to be useless. The Volunteer began to feel the pressure build, for he knew the next ten days were going to be crucial to the success of the cooperative. After giving it some thought, he decided to pay for taxi fare out of his own pocket for the trip. The Volunteer also wanted to involve someone else from the cooperative, so he asked the chairman if he would accompany him and agreed to fund his trip for just this one time.

The next morning, the Volunteer and the Chairman left for the capital.

CASE STUDY OF A DEVELOPMENT WORKER
PART II

The next morning, the Volunteer met the chairman at the Ministry headquarters, and they together went to see the Director of the Division. When they went into his office, the secretary informed them that the Director was attending a conference on the "Cooperative Movement in Africa" in Lagos, Nigeria and would not be back for another two weeks. Acting in his place, she said, was the newly appointed Deputy Director of Cooperatives.

The Volunteer and chairman went in to the new Acting Director's office, a man whom the Volunteer had never met but the chairman knew from early grade-school. After some reminiscences by both the chairman and the Acting Director, the Volunteer broached the problems that he was facing. Speaking on behalf of the cooperative, he outlined the problems to the Acting Director, stressing the promises the Ministry had made to him, and strongly asked for some "immediate action". The Acting Director was not familiar with the case, and was not sure what authority the Director left with him to deal with the situation. However, he promised the Volunteer that he would look into the matter and asked him to return the next morning. The Volunteer, although unhappy with the response, agreed. After he left, the Chairman and the Acting Director continued to share memories, and the Acting Director invited the chairman home for lunch with his family.

Up to this point, there were a number of different reactions from the persons involved. The Volunteer, under pressure for the success of his project, felt upset by what he regarded as a Ministry's "betrayal" (his words) of his project at a crucial moment. He did not know the Acting Director, and was not sure that he would come up with the seeds. The Acting Director, on the other hand was confused by the whole matter. He had been transferred to the Division only two weeks before, and was only just beginning to get his feet on the ground. He was happy to see his old friend, the Chairman, but was a little upset by the somewhat abrupt manner of the Volunteer. (This he decided was nothing to be concerned about, and was probably just the normal way this American acted). The Chairman, who was not used to working at such high levels of the Government, was a bit overawed by the situation, and was worried about what the lack of rice seed would do to his food supplies and his reputation but assumed that the Volunteer had everything under control.

The Acting Director spent most of the afternoon tracking down the various arrangements that the Director had made for this cooperative, and finally determined that the seeds were indeed on hand and only required some final processing and packaging and they would be ready -- perhaps within a week or so. Some seeds had already gone out (they had only two trucks available for transport) to some cooperatives and other buyers, and it turned out that this Volunteer's request was one among another 156 left to go.

CASE STUDY OF A DEVELOPMENT WORKER
PART III

That night the Volunteer was attending a Peace Corps party for some finishing Peace Corps staff members. By chance, the Assistant Minister of Agriculture (the one from the Volunteer's area) was attending the party. Since the Volunteer knew this man from his training program, and since he had visited his area several times in past months, the Volunteer decided to talk to him about the problems he was having. The Assistant Minister reacted very strongly and very angrily to the Volunteer's somewhat pointed description, and promised that he would look into the matter and do all he could to help.

The next morning, as the Volunteer was collecting his mail at the Peace Corps mail room, he ran into the Ag programmer who asked about the problems he was having. After listening to the events, the Ag programmer mentioned to the Volunteer that the United States Embassy has a self help fund from which he might qualify for assistance in buying the seeds. Part of the arrangement, however, was that the Volunteer would have to take responsiblity for the funds and project, for a national was not allowed to do so. The Volunteer was glad to have another option available, and said that he would look into it before he left.

After leaving the Peace Corps office, the Volunteer returned to the Ministry to see the Acting Director. Although the Acting Director promised that the seed would be available in three days, he said the Volunteer would have to arrange his own transport; however, the Volunteer also noticed that the Acting Director was very abrupt and cool towards him. The Volunteer left the Ministry unsure about the promise that the Acting Director gave him, and did not really trust his promise, anyway.

The Volunteer knew that if he did not obtain the seed within the next week, it would be too late. To keep his options open, he decided to go to the Embassy to investigate the self-help fund.

The Embassy officer cordially welcomed the Volunteer, and said that they would process his request in a hurry and would have a decision for him in three days.

The Volunteer then met the cooperative chairman, and together they caught a taxi back to their town. On the ride up, the Volunteer was very happy with the results of their trip, and explained enthusiastically the two options that he had worked out for the cooperative. From at least one of the sources, he told the chairman they should be able to get the seed by the end of the week. The chairman did not seem to share his enthusiasm, although the Volunteer did not notice it for another hour or so.

Finally, noticing that something was bothering his companion, he asked him what the problem was. After some fencing about, he discovered that the Chairman had visited the Acting Director after his visit that morning, and the Acting Director had angrily chastized his old friend for going to the Assistant Minister with their problem. The Chairman was put in a dilemma (for he did not want to pass the blame on to the Volunteer who was their key to the seeds, but at the same time did not want to lose his friend). This he did not express to the Volunteer directly, and the Volunteer commiserated with the Chairman about the evident lack of understanding the Acting Director showed about the seriousness of the problem that faced the cooperative.

The seeds finally arrived at the Ministry. On the other hand, the Embassy had turned down the Volunteer's request because they "needed at least four weeks" to fully investigate the project. The Volunteer had finally got his moped in working order and had gone down to the city to collect the seeds personally at the end of the week.

Unfortunately, the seeds that arrived turned out to be of poor quality for the Volunteer had been given the wrong sacks of seed from the warehouse. The yield for that year promised to be a very poor one. A month or two later, the Volunteer noticed that the members of the cooperative did not attend their meetings as enthusiastically as they used to. The chairman seemed to be cooler towards the Volunteer, and the Volunteer eventually found out that the chairman and the Acting Director were no longer on friendly terms, but assumed that this was because of the poor seed that the Ministry had sent out to them.

GPO 888-980